

# PROMOTION ONE

## GRAMMAR SECTION

### UNIT ONE

New Promotion One

- ♦ Grammar
- ♦ Reading
- ♦ Writing
- ♦ Speaking

GRAMMAR SECTION

## Inside Promotion One

Relative Pronoun	1
Compound relative pronouns	4
Transition words	6
Was/were +going to + verb	3
Causative Verbs	12
Verbs followed by ing or to + verb	5
Could + verb	15
Included questions in questions	17
Result Clause + so +...	23
How to read fast?	42
The story of Ellis Island	45
Who killed Martin Luther King?	49
Highway 66 revisited	52
Sentence writing	57
Research	59
General Layout	60

## I. FOCUS ON GRAMMAR

A relative pronoun is a word that introduces a dependent (or relative) clause and connects it to an independent clause. A clause beginning with a **relative pronoun** is poised to answer questions such as Which one? How many? or What kind? Who, whom, what, which, and that are all **relative pronouns**.

**Example:** I met a man **who** belonged to Turkey.

 relative pronoun

**Example:** I found a book **which** is easy to read.

 independent clause

Relative clauses are also sometimes referred to as adjective clauses, because they identify or give us additional information about the subject of the independent clause they relate to. Like adjectives, these clauses in some way describe that subject.

 dependent clause

**Example:** Inspector Shehzad, **who** arrested you, is dead now.

**Example:** This book, **which** I found, has black and white colour.

**Who:** Refers to a person (as the verb's subject)

**Whom:** Refers to a person (as the verb's object)

**Which:** Refers to an animal or thing

**What:** Refers to a nonliving thing

**That:** Refers to a person, animal, or thing

**Example:** The woman who came to the door left books for you.

**Example:** I am not sure whom this book belongs to.

**Example:** Interpretative dance, which I find a bit disconcerting, is all the rage.

**Example:** Is this what you were talking about?

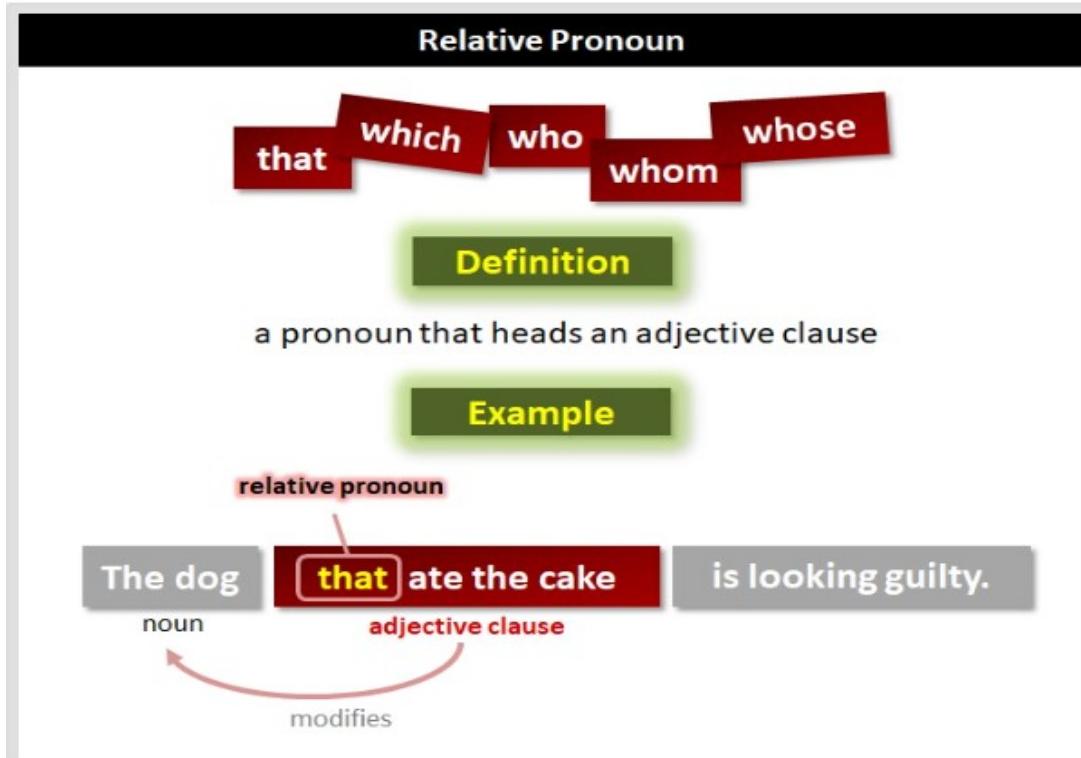
**Example:** She finally visited the coffee shop that had such great reviews.

# GRAMMAR SECTION

## 2. FOCUS ON GRAMMAR

### UNIT 1

#### GRAPHIC SUMMARY OF RELATIVE PRONOUNS



#### Two kinds of relative clause

- We use relative clauses to make clear which person or thing we are talking about.

Example: This is the house which Ahmad built.

- We also use relative clauses to give more information about a person, thing or situation.

Example: Ibrar, who is 78, has been diagnosed as having cancer.

- Remember:** When we use relative clause to give more information about a person, thing, or situation, we use commas (.) to separate it from the rest of the sentence.

- Be careful!** In this kind of relative clause we cannot use that:  
Example: We had fish and chips, which I always enjoy. ✓

We had fish and chips, that I always enjoy. ✗

#### No repetition of the sub/obj

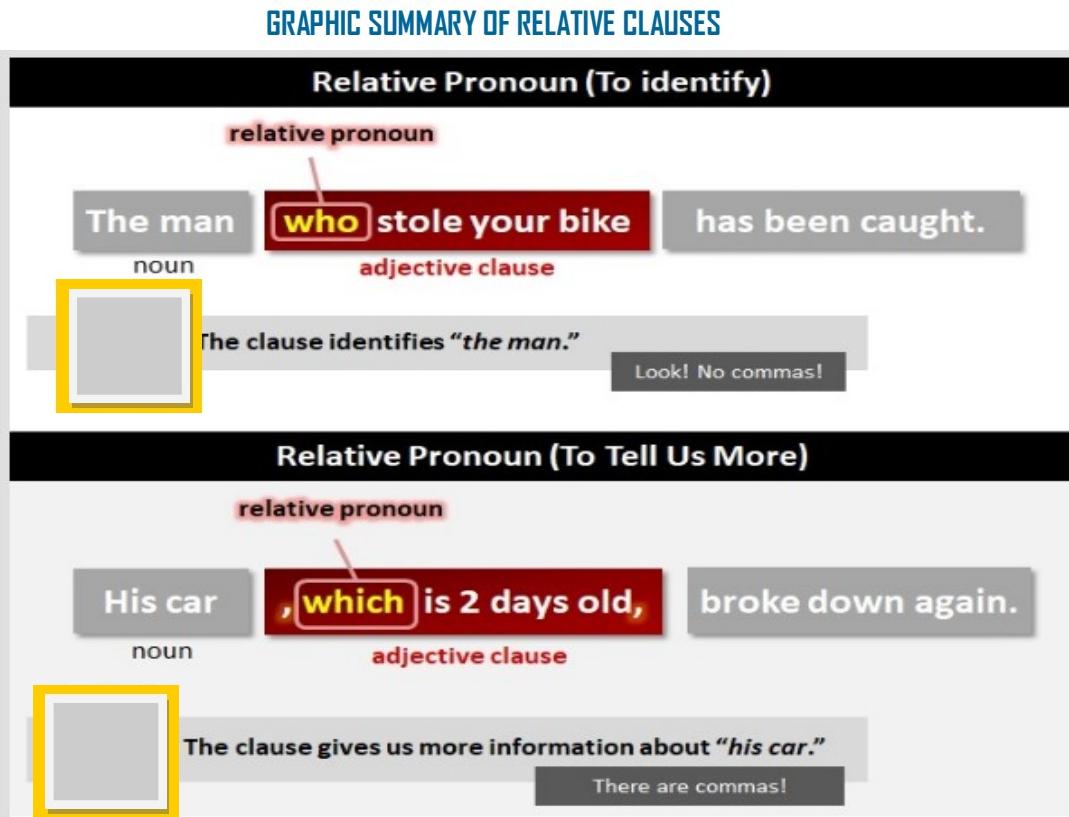
- The relative pronoun is the subject/object of the relative clause, so we do not repeat the subject/object.

Example: Marie Curie is the woman who discovered radium.  
(who is the subject of discovered, so we don't need she)

Marie Curie is the woman who she discovered radium. ✗

Example: This is the house that Ahmad built.  
(that is the object of built, so we don't need it)

This is the house that Jack built it. ✗



# GRAMMAR SECTION

## 3. FOCUS ON GRAMMAR

### Use Of Relative Pronouns

Relative pronouns are placed directly after the noun or pronoun they modify.

1. The driver **who** ran the stop sign was careless.
2. The children, **whom** we love dearly, need better educational systems.
3. Never go to a doctor **whose** office plants have died.
4. I have a friend **whose** cat is annoying.
5. The book, **which** is now out of print, has all the information you need.
6. This is the book **that** everyone is talking about.

The man who robbed you has been arrested. ✓

The man has been arrested who robbed you. ✗

## 4. FOCUS ON READING

### Read the story and underline the relative pronouns.

Hi. My name is Danish. I often go to the beach where people watch the sunset. Today, I invited Ali who is my best friend to watch the sunset.

"Have you ever been here Ali?"

"Yes, I have."

"Really?"

"I came where with my cousin who lives in Ankara."

"What does he do in Ankara?"

"He works for a company that buys and sells computer equipment"

"Where does he stay?"

"HE stays in a hotel where one of his best friends works. Hey, do you know those people who are sitting there."

"Yes Ali, they are my grandparents."

## 5. FOCUS ON WRITING

### Write a short story using relative pronouns.

---

---

---

---

---

# GRAMMAR SECTION

## 6. FOCUS ON GRAMMAR

### Compound Relative Pronouns

The term compound relative pronouns sounds complex, but it really isn't. Simply put, compound relative pronouns apply universally to a number of people or things. They include **whoever**, **whomever**, **whichever**, and **whatever**.

#### Example:

Please tell whoever may call that I am not available.

Whomever you hire will be fine with me.

Whichever train you take from here, you will end at Charing Cross station.

Yasir will be successful at whatever he chooses to do in life.

### Possessive Relative Pronouns

**Both who and which can take the possessive form whose.**

**Example:** She apologized to the boy whose glasses got broken.

**Example:** The house whose owner is on vacation has an unsightly garden.

## 7. PRACTICE

Fill in the blanks with the following relative pronouns **who**, **whom**, **which**, **that**.

1. I am looking for someone ..... can watch my dog while I go on vacation.
2. The police needed details ..... could help identify the robber.
3. I'd like to take you to a café ..... serves excellent coffee.
4. I saw the shoes ..... you bought last week on sale for less this week.
5. The severe drought ..... occurred last summer ruined the crop.
6. The doctor ..... examined the child was very gentle.
7. This is the town in..... I spent my childhood.
8. Here is the article..... might interest you.

#### Compound Relative Pronouns

- ◆ The words **whoever**, **whatever**, **whichever**, **however**, **whenever** and **wherever** are called compound relative pronouns. These are used to mean 'it doesn't matter who/what/which etc.'
- ◆ A compound relative pronoun has a double function. It acts as a subject, object or adverb in its own clause; it also acts as a conjunction joining its clause to the rest of the sentence.

Whoever comes to the door ask them to wait.

Don't open the door whoever they are.

**Wherever** you go, I will follow you.  
However much she eats, she never gains weight.

#### Informal uses

In an informal style, these conjunctions are sometimes used as short answers.

'When should I come?' '**Whenever**'. (= Whenever you like)  
'Tea or coffee?' '**Whichever**'. (= I don't mind.)

**Whenever** can suggest repetition, in the sense of 'every time that'.

**Whenever** I go to Singapore, I stay with my sister. (= Every time that I go to Singapore, I stay with my sister')  
**Whenever** I see you, I feel happy.

#### Formation Of Compound Relative Pronoun

The compound relative pronouns are formed by adding EVER, SO EVER to Who, Which and What

# GRAMMAR SECTION

## 8. FOCUS ON GRAMMAR

### Deletion Of The Relative Pronouns: who, that, and which

The relative pronoun can only be omitted when it is the object of the clause. When the relative pronoun is the subject of the clause, it cannot be omitted.

**Subject pronouns:** If a verb comes right after a relative pronoun, then the relative pronoun is a subject.

Noun, sub of the main clause + relative pronoun + verb + rest of relative clause + verb + rest of main clause

The man	that	spoke at the meeting	was very knowledgeable.
---------	------	----------------------	-------------------------

In this example the relative pronoun cannot be omitted because it is the subject of the relative clause. As you can see, the verb "spoke" comes right after the relative pronoun "that" – and therefore, we know that the relative pronoun is a subject.

**Object pronouns:** If, on the other hand, there isn't a verb directly after the relative pronoun, then we know that the relative pronoun is an object.

Example: The man (that) Ahmad met during his holidays was living in Ankara.

Here, the relative pronoun "that" is followed by the proper noun "Ahmad", and therefore we know that it is an object.

## 9. PRACTICE

Rewrite the sentences where you think the relative pronouns which can be omitted.

1. He is the man that I told you about.....
2. That's the car which I am thinking about buying.....
3. She was the person who saw it first.....
4. The email that I sent didn't reach everybody.....
5. The flight which we were supposed to take was cancelled.....
6. Nothing that she does shocks me now.....
7. There is no one whom I trust more.....
8. He's not the sort of person that everyone likes.....
9. It's something that I don't want to think about.....
10. He is the one that took it.....

# GRAMMAR SECTION

## UNIT 2

### I. FOCUS ON GRAMMAR

Transition words take us from one idea to another. They are used in writing and in formal speech, rarely in daily conversations. They are usually followed by a comma.

Take a look at these sentences without, and then with, transition words. Note the difference the transitions make. This will help you see how transition words can tie our thoughts together more cohesively.

**Example:**

#### Without transition

Ali couldn't sleep the night before his big presentation. He needed an extra-large cup of coffee before work.

#### With transition

Ali couldn't sleep the night before his big presentation. **Therefore**, he needed an extra-large cup of coffee before work.

#### Use Of Transition Words

Sometimes our writing is critiqued for a lack of flow as it sounds stilted or choppy. That is because our writing lacks transition words.

- ◆ in addition
- ◆ however
- ◆ consequently
- ◆ in order to
- ◆ in conclusion

Addition	Contrast	Cause & Effect	Purpose	Summarizing
In addition	However	Consequently	In order to	In conclusion
As well as	Although	As a consequence	In order not to	To conclude
Moreover	Even Though	As a result	So That	To sum up
Furthermore	On the contrary	Due to	because	In short

Transition words are usually followed by a comma. It demonstrates a brief pause between words or phrases and the connecting idea. Use of punctuation with transition words is explained in the writing section.

#### In addition

In addition, as well as, moreover, furthermore, mean “**also**”. According to grammar they are transitions used to give extra information about person, place, or thing.

**For Example:** Istanbul has many houses. It has nice mosques.

Istanbul has many houses. **In addition**, it has nice mosques.

#### However

However, although, even though, on the contrary mean “**but**”. According to grammar they are transitions used to join two opposite sentences or ideas.

**For Example:** Ali didn't study hard. He got first position

Ali didn't study hard. **However**, he got first position.

# GRAMMAR SECTION

## Consequently

Consequently, as a consequence, due to, mean “**as a result**”. According to grammar they are transitions used to express cause & effect.

**For Example:** Flexible workers find themselves in great demand. They gain high salaries.

Flexible workers find themselves in great demand and **consequently**, gain high salaries.

## In order to

In order to, so that, because are transitions which are used to express the purpose of something.

**For Example:** Mr. Ahmad had to work full-time **in order to** earn a living for his family of five children.

## In conclusion

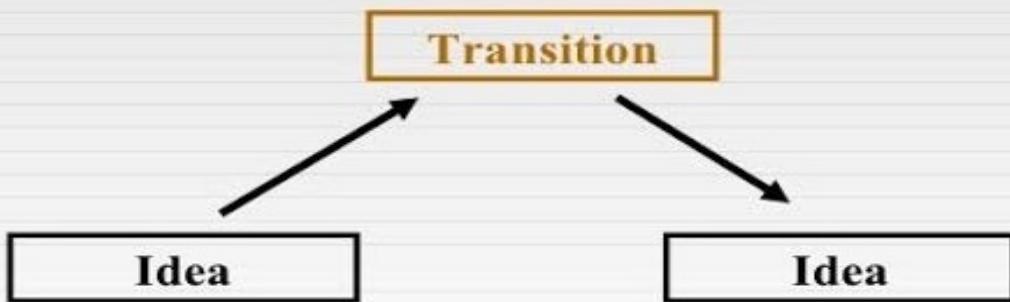
In conclusion, to conclude, in short mean “to sum up”. According to grammar they are transitions used to sum up something.

**For Example:** In conclusion IPhones are the best phones available in the market.

## Graphic Explanation Of Transition Words

### Transition words

A transition word directly tells the reader the logical relationship between one idea and another idea.



# GRAMMAR SECTION

## 2. PRACTICE

Read the following passage and fill in the blanks with one of these words or phrases: for example, in fact, however, in addition. You'll need to use each item more than once.

There are three main types of goods that countries produce: manufactured goods, food and natural resources. Although countries may export and import all three types, most countries depend more heavily on one of them. Saudi Arabia, ..... depends on oil exports to make money. It's a very wealthy nation because it has a lot of oil..... it has 25 percent of all the oil in the world..... the Saudis must import many other products..... they must import food from other countries because their land is too dry to farm. ...., they import machinery and manufactured goods.

The Philippines, unlike Saudi Arabia, doesn't have a lot of oil. ...., it produces so much food that a lot of it is exported.

....., the Philippines exports copper, gold and iron. The Philippines must import a lot of manufactured goods. A lot of its machinery and electrical products. ...., come from the United States and Japan.

Japan doesn't have many natural resources, nor does it produce enough food to export. ...., Japan does produce more manufactured goods than it can use. ...., about 25 percent of Japan's workers work in factories. Most people have heard of Japanese cars, television and radios, but they don't realize that....., Japan produces steel, chemicals and cloth.

## 3. FOCUS ON GRAMMAR

**Verb + To + Verb** - Some verbs are followed by the infinitive with to:

Common verbs with this pattern are:

- verbs of thinking and feeling:
- verbs of saying
- others

choose	hate	like	prefer
decide	hope	love	remember
expect	intend	mean	want
forget	learn	plan	would like/love

agree	promise	refuse	threaten
-------	---------	--------	----------

arrange	fail	manage	try
attempt	help	tend	

### Definition Of Infinitive Verb

An infinitive verb is essentially the base form of a verb with the word "to" in front of it. When you use an infinitive verb, the "to" is a part of the verb. It is not acting as a preposition in this case.

Infinitives are never conjugated with -ed or -ing at the end because they are not used as verbs in a sentence

# GRAMMAR SECTION

1. Ahmad **agreed to work** on the night shift.
2. Mr. Albert **learned to manage** a business while he was working for the apple telecom service.
3. Mr. Shabir told Mr. Adnan that he would **continue to take** an interest in his career.
4. Majid told his son to remember to call him if he had a problem at work.
5. She **decided to stay** at home in winter months instead of working as a nurse in the hospital.

## 4. PRACTICE

**Fill in the blanks with the following expressions to complete the sentences:**

to move it on your own.	to have dinner in town.
not to go skiing this year.	to swim at the local pool.
not to talk about it.	to lock it when I went to the shop.
to hear all about it when you come back.	not to tell our parents.

1. Somebody's taken my bicycle. I forgot.....
2. Have a great holiday. I hope.....
3. My grandfather is 65 years old, but he is learning to swim at the local pool.....
4. Ahmad didn't have a happy childhood. He prefers.....
5. We need to save money so we've agreed.....
6. I am meeting Haroon tonight. We arranged.....
7. That table is extremely heavy. Don't try.....
8. I will tell you what happened if you promise.....

## 5. ORAL COMMUNICATION

Sometimes we want to give someone advice about a decision he or she is trying to make, especially if we want to discourage that person from making a certain decision. We use expressions like *Really? Are you sure you want to do that? Have you thought about it carefully? May be you should think it over for a while.*

**Use these expressions as you practice this dialogue with a partner.**

**S1:** I've been thinking about dropping out of school.

**S1:**.....

**S2:** Really? Have you thought about it carefully?

**S2:**.....

**S1:** Yes, but I still haven't made a decision.

**S3:**.....

# GRAMMAR SECTION

## 6. VOCABULARY

**Idiom:** a group of words established by usage as having a meaning not deducible from those of the individual words.

Idiom	Meaning
One up	Having an advantage or lead over someone
Take with a grain of salt	Accept what someone says but do not take it too seriously or exactly.
Get away with	Do something bad without getting caught.
Fall for	To be taken in or deceived
Take advantage of	To exploit a weakness to obtain or achieve something
Make an example of	To punish (a person who has done something wrong) as a way of warning other people not to do the same thing.
Face the music	To accept criticism or punishment for something you have done.

1. The dishonest merchants Abid and Kamal, tried to one up each other.
2. She was equally involved in the murder of policeman as her brother, but she got away with murder.
3. The people almost fell for the magician's tricks.
4. As with any advice, take it with a grain of salt.
5. They were definitely trying to take advantage of each other.
6. The police made an example of the murders by hanging them in public.
7. The murders were disgraced and faced the music.

## 7. ORAL COMMUNICATION

Use of the phrase **get used to** and **in no time**.

S1: Hey this is.....

S2: Nice to meet you.

S1: It's a pleasure to meet you too.

S2: How do you like Afghanistan so far?

S1: It's really different from what I expected.

S2: Don't worry. You will get used to it in no time.

To get used to = to adjust

In no time = very soon

# GRAMMAR SECTION

## 1. FOCUS ON GRAMMAR

### Was/were going to + verb

We use was/were going to + verb to express past intention that was not carried out.

1. I was going to have a lunch with Adnan yesterday, but I changed my mind. (so I didn't have lunch with him)
2. We were going to go on vacation, but we didn't have enough money. (so we didn't go on vacation)

## 2. PRACTICE

Choose the correct option for the following statements:

1. My mother planned to call my brother last night, but she forgot.
  - a. she were going to call last night but she forgot.
  - b. She was calling last night, but she forgot.
  - c. She was going to call last night, but she forgot.
2. Ahmad..... going to tell me a secrete, but he didn't.
  - a. was
  - b. were
  - c. going to
  - d. was go to
3. The game ..... be played at 1 pm, but it rained, so they postponed the starting time.
  - a. was going to
  - b. were going to
  - c. wasn't going to
  - d. was go to.
4. We..... play cricket, but there was really nothing to better to do, so we decided to play.
  - a. was going to
  - b. were going to
  - c. weren't going to
  - d. were go to

# GRAMMAR SECTION

## 3. FOCUS ON GRAMMAR

### Causatives: Have and Get

We use a causative verb when we want to talk about something that someone else did for us or for another person. It means that the subject caused the action to happen, but didn't do it themselves. It means that the subject caused the action to happen, but didn't do it themselves.

**For Example:** I cleaned my house. (This means I cleaned it myself).

If I paid someone to clean it, of course I can say - A cleaner cleaned my house

But, another way is to use a causative construction. So I can also say - **I had my house cleaned.**

**REMEMBER:** In a sense, using a causative verb is similar to using a passive. The important thing is that the house is now clean. We don't focus on who did the cleaning.

Get is used to persuade somebody to do something. It has the same meaning of have, but it's less formal.

**For Example:** I will get my hair cut tomorrow.

**DIFFERENCE:** Have is used to give someone the responsibility to do something. Get is used to persuade somebody to do something.

### STRUCTURE:

**Have:** ... + have + object + past participle of verb + ...  
... + have + object + base form of verb + ...

**Get:** ... + get + object + past participle of verb + ...  
... + get + object + to + verb + ...

**For Example:** We are going to have the natural flower planted today.

They had their house built two years ago.

Ahmad got his hair cut at home yesterday.

I will get the doctor to give you medicine.

## 4. PRACTICE

**Fill in the blanks with the causative verbs have and get.**

1. The teacher will ..... the students study before the exams.
2. They ..... their house built two years ago.
3. I will ..... the doctor to give you an injection.
4. They were too afraid of petting the lion, but their mother ..... them to pet it.

# GRAMMAR SECTION

## 5. FOCUS ON GRAMMAR

### Verbs followed by -ing or by to +verb

A verb can be followed by another verb. The second one usually needs to change into the *-ing* form or the *to + infinitive* form. Which form you need depends on what the first verb is.

#### Verbs followed by the -ing form

The following verbs are followed by *ing* form of the verb:

Avoid	Mind	Keep on	Look forward to	Finish	Practice	Quit
Putt off	Consider	Be use to	Give up	Be tired of	Get used to	dislike
feel like	can't help	miss	suggest	enjoy	Admit	Resume

**For Example:** I enjoy travelling.

He admitted stealing the necklace.

I don't mind waiting if you are busy.

#### Verbs followed by a gerund or infinitive with little to no change in meaning

Begin	Can't bear	Can't stand	Continue	Hate
Like	Love	Prefer	Suppose	Start

**For Example:** It started to rain.

It started raining.

#### Verbs followed by a gerund or infinitive with a change in meaning

Forget	Get on	Quit	Regret	Remember	Stop	Try

**For Example:**

I forgot to meet him. (I didn't meet him because I forgot to do it.)

I forgot meeting him. (I don't have the memory of meeting him before.)

He went on to learn Arabic and English. (He ended one period of time before this.)

He went on learning Arabic and English. (He continued learning the languages.)

# GRAMMAR SECTION

She quit to work here. (She quit another job in order to work here.)

She quit working here. (She quit her job here. She doesn't work here anymore.)

I regret telling you that we can't hire you. (I regret the fact that I told you we can't hire you.)

I regret to tell you that we can't hire you. (I am telling you that we can't hire you and I am sorry.)

She remembered to visit her grandmother. (She didn't forget to visit.)

She remembered visiting her grandmother. (She had memories of this time.)

I stopped to call you. (I interrupted another action in order to call you.)

I stopped calling you. (I stopped this activity. Maybe we had a fight.)

I tried to open the window. (I attempted this action but didn't succeed.)

I tried opening the window. (This was one option I sampled. Maybe the room was hot.)

## 6. PRACTICE

**Answer these questions, using the words that are given. Make sure to punctuate each sentence properly and to use the correct form of the verb.**

**Example:**

When will you leave?

Finish/pay/my bills

I will leave when I finish paying my bills.

1. When did Ahmad quit borrowing money? Finish/pay for/his car.....
2. Why are you so excited today? look forward to/buy/my dream house.....
3. Why do you look so upset? hate/be/in debt.....
4. Can I borrow some money to pay my rent? always/avoid/loan/money to friends.....
5. Why did Alia leave the bank? couldn't stand/wait/in line.....
6. Aren't you afraid to borrow too much money? don't/be/in debt.....
7. Why did he come late to class? delayed/get/out of bed.....
8. Why didn't he listen to the waiter? demanded/speak/to the manager.....
9. Why do you want to leave the country? consider/move/ to Spain.

# GRAMMAR SECTION

## 7. FOCUS ON GRAMMAR

**Could + Verb** - We can also use could plus another verb to show a present possibility.

1. Ahmad: Adil said that he was going to come at 6:00 and now it's 7:00.  
Umar: Don't be angry. There could be a lot of traffic.
2. Sarah: We want to go downtown to do some shopping, but Mom and Dad are working.  
Laila: Well, you could take the bus or the streetcar. They run downtown and back all day.
3. Khan: I don't know what to do. My cat ran away.  
Adil: You could call the animal shelter. They might be able to help you.

## 8. PRACTICE

Ahmad and Laila have a problem. Using the word could, write at least two possible solutions for each situation.

Ahmad and Laila are engaged and want to get married, but they are both college students and don't have much money.

- a. They could postpone their marriage until they graduate from college.
- b. They could get married and Ahmad could get part time job.

1. Laila's parents don't approve of the marriage plans.

a.....

b.....

2. Ahmad's parents, on the other hand, would like to help the young couple.

a.....

b.....

3. Ahmad and Laila's friends want to help them too.

a.....

b.....

## 9. PRACTICE

**Read the story. Tell if the word could refers to present possibility or past ability.**

When I lived in South America, I **could** speak Spanish very well. When I came back to the United Kingdom **couldn't** find many opportunities to speak Spanish. One of my friends gave me some advice. He said that I **could** go back to school to study Spanish or that I **could** get a job where I would meet some Spanish speaking people. I was very lucky - I did both. I signed up for a Spanish course at the community college.

# GRAMMAR SECTION

At first I **couldn't** understand Mr. Garcia, the Spanish teacher, but after a few weeks I **could** understand most of what he said. But I still needed help with my pronunciation. I **couldn't** speak Spanish without a strong accent. When I spoke to Mr. Garcia about my problem, he said that I **could** go to the language lab to practice my pronunciation and that I **could** really help me improve my pronunciation, he said. Well, I went to the Garcia's house one Sunday afternoon and met his children. They asked me if I **could** help them in picking them up from school. This was just what I needed! I would be able to study Spanish in school and practice my pronunciation with the Garcia children every afternoon.

## 10. VOCABULARY

Idiom	Meaning
Pay off	(of a course of action) yield good results; succeed.
Cash in on	to take advantage of (something) in order to make money.
in the long run	eventually, ultimately
Null and void	canceled, invalid, no longer effective
In the black	have more money than a person or business owes, make a profit.
Give (someone) a break	stop criticizing , give someone another chance.
On hand	present, especially for a specified purpose, available.
Do business with (someone)	have business relationship with someone.
In the red	owe more money than a person or business has, in debt.

### Examples:

1. All the hard work I had done over the summer paid off.
2. Everyone seems to be cashing in on the credit card economy.
3. Using smart meters can save you money in the long run.
4. The change in the law makes the previous agreement null and void.
5. The employees were in the black until the management wrapped up the entire business.
6. They are only children. Give them a break.
7. The trainer was on hand to give advice.
8. I was fascinated by the different people who did business with me.
9. Son's partners are \$500,000 in the red.

## I. FOCUS ON GRAMMAR

### *Included Question in Question/ Embedded Questions*



#### **Including Questions In Questions/Embedded Questions**

An included question in question is a question that is included inside direct question or another question.

Included question in question is always formed using a noun clause. This means it must use noun clause word order, **subject + verb**, not the usual question form. The included question in question (**noun clause**) is the object of a verb.

"I know what his name is." The embedded question is **what his name is**, a noun clause that is the object of know.

#### **How to Change a Direct Question into Included Question in Question?**

1. Use the following phrases in included question in question.

- ◆ Can you tell me...
- ◆ Do you know.....
- ◆ Can I ask you.....
- ◆ Could you let me know....
- ◆ Do you happen to know

2. If the direct question includes auxiliary verb such as "**do, does, did**" omit the auxiliary verb and change the verb to its appropriate form.

- ◆ What time did he come?
- ◆ Can you tell me what time he came?

3. If the included question in question has **an auxiliary verb or the verb "to be"**, reverse the positions of the subject and the auxiliary verb.

# GRAMMAR SECTION

## For Example:

Who **is the man** over there?

Can you tell me who the man over there **is**?

Why **is the teacher** smiling?

Do you know why the teacher is smiling?

4. If it is a yes/no question, then the phrase begins with "if" or "whether". And if there is no question word in the sentence, then the included question in question can be introduced by whether, or whether not.

## For Example:

Will he be there?

Do you know if he will be there?

Do you know whether or not he will be here?

Do you know whether he will be there or not?

Is he a doctor?

Do you know if he is a doctor?

5. Do not use contractions at the end of included question in question.

## For Example:

Where is she?

Do you know where she is? (**Correct**)

Do you know where she's? (**Incorrect**)

## 2. PRACTICE

1. Is this the Prime Minister's house?

- a. Could you tell me if this is the Prime Minister's house?
- b. Could you tell me if is this the Prime Minister's house?

2. What does she mean?

- a. Do you know what does she mean?
- b. Do you know what she means?

3. How much do these trousers cost?

- a. Can you tell me how much these trousers cost?
- b. Can you tell me how much do these trousers cost?

# GRAMMAR SECTION

4. Why did she leave so early?

- a. Do you know why she left so early?
- b. Do you know why did she leave so early?

5. Did she have the CDs with her?

- a. Do you remember if she did have the CDs with her?
- b. Do you remember if she had the CDs with her?

6. What time does this train leave?

- a. Do you know what time this train leaves?
- b. Do you know what time does this train leave?

## **3. PRACTICE**

**Form included questions in questions from the following questions.**

1- What time do the shops open?.....

2- Why didn't she tell she could not go?.....

3- How can I get to Tokyo Disneyland?.....

4- Where is the Post office?.....

5- Did she buy that dress?.....

## **4. PRACTICE**

**Complete the included questions in questions**

1. Have you ever been to Iran?

- I wonder .....

2. Who scored Brazil's first goal last night?

- Do you know ..... ?

3. When is Hakan going to move to Ankara?

- I have no idea .....

4. Who brought this computer to the office?

- I want to know.....

# GRAMMAR SECTION

## 5. ORAL COMMUNICATION

**Work with two other students and make up dialogues with included questions. Use do you know...? Can you tell me...? Do you remember...? To form the included questions.**

**Example:**

S1: Where does Ali Durani teach art?

S2: I don't know. I'll ask someone else. Can you tell me where Ali Durani teaches art?

S3: Yes, I can. He teaches Columbia.

1. Where is Columbia University?
2. What does Ali Durani teach?
3. Where did Mr. Durani take his class?
4. How did Picasso feel about art?

## 6. ORAL COMMUNICATION

**Work with two other students and make up dialogues with included questions. Use Do you know...? Can you tell me...? Do you remember...? to form the included question.**

**Example:**

S1: Is Mudassir a cricketer?

S2: I don't know. I'll ask someone else. Can you remember if Mudassir is a cricketer?

S3: No, he isn't. He said he was a footballer.

1. Is Karim Adil a sculptor?
2. Were there any art critics at Ali's exhibition?
3. Did Brazil football team win the final match?

## 7. ORAL COMMUNICATION

**Wish + Past Tense Clause (Present Meaning)**

We use the verb wish, followed by a past tense clause, when we would like something to be true that isn't true right now.

**Note:** In sentence with wish, were is used instead of was.

1. She wishes she could drive.
2. He wishes he were a doctor.

# GRAMMAR SECTION

## 8. PRACTICE

### A. Think about three things you wish and complete these sentences.

Example:

I wish I could make computer programs.

1. I wish I had.....
2. I wish I didn't have to.....
3. I wish I could.....

### B. Think about three things you wish and complete these sentences.

Example:

I wish I were tall and thin

1. I wish I were.....
2. I wish I were (a, an).....
3. I wish I were (a, an).....

## 9. ORAL COMMUNICATION

How many languages are spoken in your class. Find out as you practice this dialogue with a partner.

Example:

S1: How many languages do you speak?

S2: Well, Arabic is my native language, and I also speak German and English. I wish I could speak Spanish, too?

S1: I speak Spanish and English. I wish I knew Arabic. It's such a beautiful language.

S2: I will tell you what. I will teach you some Arabic if you will help me learn German.

S1: Sounds great!

S1: How many languages do you speak?

S2: Well,..... is my native language, and I also speak..... I wish I could speak....., too.

S1: I speak..... I wish I knew..... It's such a beautiful language.

S2: I'll tell you what. I'll teach you..... if you'll help me learn.....

S1: It's a great idea.

# GRAMMAR SECTION

## 10. VOCABULARY

IDIOM	MEANING
I'm afraid	Used for politely telling someone something that might make them sad, disappointed, or angry
Caught up	Involved in (a difficult or confusing situation)
See what (someone) means	To understand
Make a point	To state or demonstrate something of particular importance.
Lose one's marbles	To be or become mentally deficient, incompetent, or deranged; to become of unsound mind.
Take a joke	To have the capacity to remain calm or be amused in response to good-natured teasing.

**Adnan:** Did you know that New York City has the largest population of any city in the world?

**Amir:** I'm afraid you are wrong. Mexico City is the biggest city in the world.

**Adnan:** Really? I thought sure it was New York. I guess I'm too caught up in my International History studies.

**Amir:** I see what you mean. You have really been studying like crazy lately.

(Hasan joins the conversation)

**Hasan:** Hello, Adnan and Amir. I overheard your conversation. I'd like to make a point. You both are nuts!

**Adnan:** What do you mean Hasan?

**Hasan:** Shanghai is the biggest city in the world.

**Amir:** I disagree. It's Mexico City, and I'm sure I am right.

**Adnan:** You have lost your marbles, Hasan. But anyway, let's look it up in Google. (*a few minutes later.*)

**Amir:** Can't you take a joke, Hasan? I knew it was Shanghai all along.

**Adnan:** So did I.

**Hasan:** (sarcastically) oh, yeah. Sure you did.

## 11. ORAL COMMUNICATION

Practice the following dialogue →

A: Mr. Abbas, I'd like to introduce a friend of mine, Nasir Ali. B: How do you do?

C: Hello

B: What's your impression of Kabul City?

C: Well, I can't get over how different the weather is here.

B: Oh, you'll get used to it soon!

To get used to = to adjust

I can't get over = I'm still surprised at

# GRAMMAR SECTION

## I. FOCUS ON GRAMMAR

Result Clause - so + adjective/adverb + that

### "So + Adjective/Adverb + That + Result"

- You are **so beautiful ( that )** I can't get my eyes off you.
- This machine works **so loudly ( that )** I have a headache.

We use the above structure to give compliments or to make criticisms.

**For Example:** The opening program was disappointing. I feel I must comment.

The opening program was so disappointing that I feel I must comment. (criticism)

**For Example:** Qari Nasir recited surah Ar-Rahman beautifully. The listeners could not stop saying Glory be to Allah.

Qari Nasir recited surah Ar-Rahman so beautifully that the listeners could not stop saying Glory be to Allah. (compliment)

We can also use the above structure to express cause and effect.

**For Example:** It was too windy. (cause) We couldn't go sailing. (effect)

It was so windy that we couldn't go sailing.

**For Example:** My sister is very shy. (cause) She hides behind my mother when there are strangers around. (effect)

My sister is so shy that she hides behind my mother when there are strangers around.

## 2. FOCUS ON GRAMMAR

### "Such + Adjective + Noun + That + Result"

- It was **such a good movie ( that )** many people watched it.
- She has **such beautiful eyes ( that )** I can't take my eyes off her.

"so...that" and "such...that"

- have same meaning in a sentence.
- are used to explain the result or to explain an opinion (compliment or criticism) about something ( which are mentioned before ).
- are used to express both the cause and the result of a situation in a sentence.

They have differences in their use in the sentence

# GRAMMAR SECTION

**Examples:**

- She has **such beautiful eyes ( that )** I can't take my eyes off her. ( with or without "that")
- It was **such a good movie ( that )** many people watched it. ( with or without "that")
- It was **such an expensive restaurant ( that )** I decided not to go there anymore. ( with or without "that")

### **Such + Judgmental Noun + That + Result**

**Examples:**

No one is **such a fool ( that )** he loves death. ( with or without "that")

The baby is **such a cutie ( that )** everyone loves her. ( with or without "that")

### **3. PRACTICE**

Fill in the blanks with **so**, **such**, or **such a**.

1. It's ..... warm today that I'm going to the beach.
2. We're..... pleased with these new towels that we're going to buy some more.
3. He has done..... foolish things that he will get into serious trouble.
4. He made..... generous contributions to the university that they are naming one of the new buildings after him.
5. This hedge grows..... fast that we have to trim it often.
6. We had..... good time that we hate to leave the wedding party.
7. The thief came in..... quietly that the sleeping couple never heard him.
8. He is ..... extravagant that all his money is spent long before his next pay check.
9. Those are..... great moments that will never be forgotten.
10. He wastes..... much time watching television that he never finishes his homework.
11. He has read that book..... many times that he knows it by heart.
12. They are ..... boring people that we hate to visit them.

# GRAMMAR SECTION

## 4. ORAL

Here are some expressions that we use to add reasons: and besides... furthermore... what's more... not to mention that fact that... and not only but...

Use the above expressions as you practice this dialogue with a partner. Recommend to a classmate or warn a classmate about a movie, art exhibit, play, concert, book or place that you know about.

### For Example:

S1: I heard that you went to watch the Ertugrul Drama. What did you think of it?

S2: It was great I plan to go back and watch the next episode.

S1: Really?

S2: Not only that but it was so wonderful that I'm going to watch all the coming episodes.

S1: It's such a great drama than.

S1: I heard that you..... What did you think of it?

S2: ..... so ..... that .....

S1: Really?

S2: Not only that (what's more, and besides, etc) it was so ..... that .....

S1: He is such a..... then.

## 5. ORAL COMMUNICATION

Talk about people who have helped you. Practice this dialogue with a partner.

S1: My teacher did such a good job of preparing me that I got an A in calculus at the university.

S2: Really? What did he do?

S1: Well, he gave us homework every night and quizzes everyday.

S1: My..... did such a good job of..... that.....

S2: Really? What did he do?

S1: Well, he.....

S2: He is such a ..... then

**6. FOCUS ON GRAMMAR**

We use the present unreal conditional to talk about what you would do in an unreal, or imaginary situation.

# SECOND CONDITIONAL

**Structure**

**IF+ Past Simple, Present Conditional**

(To be: use WERE) (would/wouldn't + Verb (bare form)).

**Usage**

**Imaginary situations in the present or future**

**Examples**

- If I **won** a million dollars, I **would buy** a new car.

To form a present unreal conditional, use a simple past verb in the *if* clause. In the *result* clause, use *would* followed by a simple present verb. Use the verb *were* for all nouns in the *if* clause of the sentence.

**For Example:** If I were you, I would study Psychology.

If I were a carpenter and you were a lady, would you marry me?

You would get better grades if you studied harder.

## **7. PRACTICE**

**Make sentences with if.**

1. Ahmad isn't going with Ali because he doesn't have a car.....
2. Sarah won't go to school because she's sick in bed.....
3. Adnan has to work hard because he isn't rich.....
4. Karim wants to learn about computers but he doesn't have time to go to school.....
5. Hasan can't play golf in Scotland because he can't speak English.....
6. I can't buy an iPhone because it's really expensive.....

**8. FOCUS ON GRAMMAR**

We use the perfect conditional to express hypothetical results to past given situations.

# THIRD CONDITIONAL

**Structure****IF + Past Perfect, Perfect Conditional**

(Would/wouldn't + have + Past Participle)

**Usage****Imaginary situations in the past****Examples**

- If I **had got** a gold medal, I **would have been happy**.

**For Example:**

If he had been careful, he wouldn't have had that terrible accident.

Sometimes in the past, he was careless. He drove so fast. So he had a terrible accident.

**REMEMBER:** The main clause can be also at the beginning of the sentence. In this case, don't use a comma.

**9. FOCUS ON GRAMMAR****If + past perfect (with present results)**

If and the past perfect form of the verb are also used to talk about past events with consequences in the present.

1. Ahmad promised to write to Adil, but he didn't do it. Adil is angry now.  
If Ahmad hadn't promised to write to him, Adil wouldn't be so angry now.
2. Ali didn't stay with his parents and now he is unhappy.  
If Ali had stayed with his parents, he wouldn't be unhappy now.

# GRAMMAR SECTION

## 10. VOCABULARY

IDIOM	MEANING
Get a kick out of	get a kick out of (something / somebody) to feel amusement, delight or excitement about something or someone.
Show up	Arrive or turn up for an appointment or gathering.
Behind the scenes	Secretly.
Get carried away	lose self-control.
Have/Keep your feet on the ground	If you say that someone has their feet on the ground, you approve of the fact that they have a sensible and practical attitude towards life.
In the public eye	In a position that receives a lot of public notice and attention.
Rise to the occasion	Perform better than usual in response to a special situation or event.

1. I still get a kick out of building sandcastles at the beach.
2. Two days later, we showed up at our uncle house.
3. A lot of hard work has been going on behind the scenes.
4. I got a bit carried away when describing the final game.
5. In that respect he needs to keep his feet on the ground and not get carried away.
6. The job requires someone who is comfortable being in the public eye.
7. When it comes to the finals, they can rise to the occasion.

## 11. ORAL COMMUNICATION

**Practice the dialogue with your partner.**

S1: Happy Eid.

S1:.....

S2: Thank you! The same to you.

S2:.....

S1: Have you got any plans?

S1:.....

S2: I am having some friends over. What are you doing? S2:.....

S1: Oh, I am just going to take it easy. S3:.....

**To have (someone) over**  
= To invite someone to one's house.

**To take it easy** = to relax

# GRAMMAR SECTION

## 1. FOCUS ON GRAMMAR

### Correlative Conjunction

**Correlative conjunctions** are pairs which are used to connect two balanced clauses, phrases or words.

**Both X and Y** = Not only X but Y also

**Neither X nor Y** = Not X and not Y

Both... and... is used in positive sentences. Neither... nor... is used in negative sentences.

1. I am married to Sarah. I am married to Laila. **I am married to both Sarah and Laila.**
2. My school work isn't going well. My social life isn't going well. **Neither my school work nor my social life is going well.**

## 2. PRACTICE

Comment on the nationality, period, or talent of these famous people. Use both...and...

### For Example:

Mohammad Amir/Shehzad/Pakistani cricketers

Both Mohammad Amir and Shehzad are Pakistani cricketers.

1. Sarah/Laila/Afghans.....
2. Abu Bakr/Umar/Caliphs.....
3. Ibn Sina/Ibn Al-Haytham /Muslim scientists.....
4. Muawiyah and Khalid bin Waleed/the Prophet's peace be upon him companions.....

## 2. PRACTICE

Make sentences about these ordinary people. Use neither...nor... Make sure to use the correct form of the verb in each sentence.

### For Example:

Sarah/Laila/studying Greek

Neither Sarah nor Laila is studying Greek.

1. Teachers/students/like going to school during the summer.....
2. Men/women/enjoy being away from home for too long.....

# GRAMMAR SECTION

3. Parents/children/can't stay awake late at night.....
4. Ali/Khan/play football at school.....

## 4. ORAL COMMUNICATION

On the other hand means from another, or opposite, point of view. Use on the other hand as you practice this dialogue with a partner.

S1: Neither Sarah nor Laila is good at school.

S1:.....

S2: I'm sorry to hear that.

S2:.....

S1: On the other hand, both Sarah and Laila is good at house chores. S1:.....

S2: Glad to hear that. S2:.....

## 5. FOCUS ON GRAMMAR

### Either...or

Used in a sentence in the affirmative sense when referring to a choice between two possibilities.

1. We can **either** eat now **or** after the prayer- it's up to you.
2. We can **either** give the job to Ahmad **or** Mahmood.

### Graphic Explanation Of Correlative Conjunctions

#### Correlative Conjunctions



are used in pairs to link **equivalent** elements

#### Examples

**He likes not only pies but also cakes.**

links to a noun

also links to a noun

Either ... or, neither ... nor, and not only ... but also are all correlative conjunctions.

They connect two equal grammatical items. If, for example, a noun follows **either**, then a noun should also follow **or**.

**He will either sell his car or pawn his watch.**

links to a verb

also links to a verb

# GRAMMAR SECTION

## 6. FOCUS ON GRAMMAR

### Subject Verb Agreement

When you connect two subjects with correlative conjunctions (either..or, neither...nor), the second subject agrees with the verb.

**For Example:** Every single morning either the cat or the children wake Sarah up.

Every single morning either the children or the cat wakes Sarah up.

In the first sentence, **the children**, a plural subject, is in the second position, so you must use **wake**, a plural verb. However, in the second sentence, **the cat**, a singular subject, is in the second position, so we must use **wakes**, a singular verb.

When the subject of a sentence is composed of two or more nouns or pronouns connected by **and**, use a plural verb.

**For Example:** Both Ahmad and Mahmood are lazy.

## 7. FOCUS ON GRAMMAR

### Correlative Conjunctions require a parallel structure.

**Either ... or, neither ... nor, and not only ... but also** require equal grammatical units after both parts.

**For example:** You can have two **main clauses** like this:

**Not only did Sarah grill a steak for Surayyah, but she also prepared a hotdog for Ali, her brother.**

you can shorten the sentence with two **prepositional phrases**.

Sarah grilled meat **not only for Surayyah but also for Ali, her brother.**

Or you can have two **nouns** as this version does.

Sarah grilled meat for **not only Surayyah but also Ali, her brother.**

## 8. FOCUS ON GRAMMAR

### Choose the correct pair either/or and neither/nor.

1. In this game, you.....win .....lose. It depends on you.
2. ....Laila.....Sara will help you with your homework. They are both busy at the moment.
3. This is my offer. You.....take it.....leave it.
4. When I go to the restaurant, I eat.....fish ..... roast chicken. These are my favorite meals.
5. His father believed.....his son.....his friend. He thought that both were lying.
6. I need..... your help.....your compassion. I can perfectly handle my problems all alone.

# GRAMMAR SECTION

## 9. FOCUS ON GRAMMAR

### Should/must/might + verb + -ing

We use should for expectation, must for inference, and might for possibility.

**For Example:** I **should** be arriving at 3:00 PM. (**expectation**)

I **must** be doing something wrong. (**inference**)

Be quiet. He **might** be sleeping. (**possibility**)

## 10. FOCUS ON GRAMMAR

**Read about each situation and make a sentence with the modals should/must/might + be + verb + -ing. Indicate the meaning of each modal, as in the examples in Focus on Grammar 8.**

**For example:** I hear two people speaking Spanish very poorly. I wonder why they're speaking Spanish.

They **might** be studying Spanish. (**Possibility**)

1. I see a woman looking under a chair. Why is she doing that?.....
2. The plane is late. When do you expect it to arrive?.....
3. We're at the airport. We see a woman crying and waving as she gets the plane. What do you think the problem is?  
.....
4. The speed limit is 55 MPH. First a car passes me, then a police car passes me. What is happening here?  
.....

## 11. FOCUS ON GRAMMAR

### Wish + Past Perfect

Wish + past perfect is used to express a regret, or that we want a situation in the past to be different.

1. Laila wouldn't let her little brother go shopping with her. He cried all day long.  
**Laila wishes she had let her little brother go shopping with her.**
2. Ahmad bought a used car. It broke down. Ahmad wishes he hadn't bought a used car.
3. I ate a lot. My stomach hurts now. **I wish I hadn't eaten a lot.**
4. We are having fun on holidays. They didn't come with us. I wish they'd come on holiday with us.
5. I didn't study hard at school. I can't find a good job now. I wish I had studied harder at school.

# GRAMMAR SECTION

## 12. PRACTICE

**Read about each situation and make a sentence telling what each person probably wishes.**

**For Example:** Kamran used a small nail to hang a mirror. The mirror fell down and broke.

Kamran wishes he had used a bigger nail.

1. Adil took his son to watch a movie on animals. He didn't like it at all.....
2. Ahmad quit his job. Now he can't find another job.....
3. Madiha and Hasan were naughty this morning. Now their mother won't let them go out and play.  
.....
4. I bought a watch. It stopped working when it got wet.....

## 13. VOCABULARY

IDIOM	MEANING
Down	Sad or depressed.
Bring (something) on	To cause to appear or occur.
Under the weather	Slightly unwell or in low spirits.
To tell (you) the truth	Is used to say that one is being honest and admitting something.
Rusty	faded or shabby; impaired by time or wear, as clothes or drapery. impaired through disuse or neglect.
Before long	If you say that something will happen or happened before long, you mean that it will happen or happened soon.
feel up to (doing something)	Perform better than usual in response to a special situation or event.

1. Ahmad: I'm really **down**.
2. Ali: What **brought this on**?
3. Ahmad: Oh, nothing. I guess I'm just a little **under the weather**.
4. Ali: I have an idea. Let's get out of the house and go to the park. If you are **feeling up to** it.
5. Ahmad: That's exactly what we should do! **To tell you the truth** I'm bored too and would love to go out.
6. Ali: I will change as my clothes are little **rusty**.
7. Ahmad: Do you think Abbas would be willing to come with us?
8. Ali: I don't know. We will ask him. He will be here **before long**.

# GRAMMAR SECTION

## I. FOCUS ON GRAMMAR

### How to use Stative verbs

In English grammar, a stative verb is a verb used primarily to describe a state of being (I am) or situation (I have).

It's how something is, feels, or appears. These verbs don't show physical action (I run) or processes (It prints).

## STATIC VERBS IN ENGLISH

POSSESSION	SENSE	EMOTION	MENTAL STATE	OTHERS
• Have	• Sound	• Love	• Need	• Know
• Own	• Hear	• Like	• Desire	• Believe
• Possess	• Smell	• Dislike	• Wish	• Doubt
• Pack	• See	• Hate	• Hope	• Think
• Consist	• Look	• Adore	• Value	• Suppose
• Involve	• Taste	• Prefer		• Recognise
• Include	• Touch	• Care		• Forget
• Contain	• Feel	• Mind		• Astonish
		• Want		• Depend
		• Appreciate		• Please
				• Fit
				• Seem
				• Matter

These stative verbs aren't used in continuous tenses.

We can say, "I **know** that we are going to have an exam this week." But we can't say, "I'm **knowing** that we're going to have an exam this week."

Similarly, we can say, "I like to eat dinner out." But we can't say, "I'm **liking** to eat dinner out."

We can say, "I **love** you." But we can't say, "I'm **loving** you."

# GRAMMAR SECTION

## 2. PRACTICE

**Read each sentence carefully. Then tell which category - mental activity, senses, emotions, state or possession - each verb belongs in.**

1. Dr. Sarah **owns** a large house overlooking the ocean. ....
2. Ever since she was a child, she has **loved** to look at the ocean. ....
3. She had **seen** the house for many years before she finally bought it. ....
4. Now she **feels** that she made a good decision when she decided to buy the house. ....
5. She said "I **believe** that I have bought the nicest house in town." ....
6. Many of her neighbors wish that they had a house like Dr. Sarah's. ....

## 3. FOCUS ON GRAMMAR

### Verbs can be both Action (dynamic) & Stative

**Stative verbs cannot be used in continuous (-ing) tenses except when they function as dynamic verbs and have special meaning.**

#### Be

be is usually a stative verb, but when it is used in the continuous it means 'behaving' or 'acting'

- you are stupid = it's part of your personality
- you are **being** stupid = only now, not usually

#### Think

- think (stative) = have an opinion I think that coffee is great
- think (dynamic) = consider, have in one's head

What are you thinking about? I'm thinking about my next holiday

#### Have

- have (stative) = own - I have a car
- have (dynamic) = part of an expression

I'm having a party / a picnic / a bath / a good time / a break

# GRAMMAR SECTION

## See

- see (stative) = see with your eyes / understand

I see what you mean. I see her now, she's just coming along the road

- see (dynamic) = meet / have a relationship with

I have been seeing my best friend on and off for many years.

## Taste

- taste (stative) = has a certain taste—This soup tastes great. The coffee tastes really bitter
- taste (dynamic) = the action of tasting. The chef is tasting the soup

## 4. FOCUS ON GRAMMAR

### Restrictive & nonrestrictive relative clauses

A restrictive clause modifies the noun that precedes it in an essential way. Restrictive clauses limit or identify such nouns and cannot be removed from a sentence without changing the sentence's meaning.

A non-restrictive clause is a clause that provides additional, non-essential information. In other words, a non-restrictive clause is not needed to identify the word it modifies.

#### Non-Restrictive Clause

Mark , who claimed to have a limp, sprinted after the bus.

This is just additional information.  
It does not identify "Mark."

commas

#### Restrictive Clause

The tramp who claimed to have a limp sprinted after the bus.

This information is required to  
identify "the tramp."

no commas

# GRAMMAR SECTION

**For Example:**

1. I asked the teacher for a book that is easy to read. (restrictive)
2. She gave me a book about animals, which I found every boring. (nonrestrictive)
3. I have a friend named who lives three blocks away from me, invited me to a party at his house this weekend. (restrictive)
4. My friend Ali, who lives three blocks away from me, invited me to a party at his house this weekend. (nonrestrictive)

**REMEMBER:** No comma is used before restrictive clause, but a comma must be used to separate a nonrestrictive clause from the rest of the sentence. That or who is usually used in restrictive clauses. Which or who must be used in nonrestrictive clauses.

**5. PRACTICE**

**Make sentences with who, which, and that. Indicate if each sentence is restrictive or nonrestrictive. Be sure to punctuate properly.**

**For Example:** Please give me a pencil/has an eraser . Please give me a pencil that has an eraser. (restrictive)

1. Let's talk about the man/owns the sports car we saw parked across the street yesterday.

.....

2. He said he plans to drive the car/can go 110 mph/across the country this summer.

.....

3. When he gets back from the trip/should take less than two weeks/he'll sell the car.

.....

4. He wants to sell it to someone/will take good care of it.

.....

5. He's always taken the car to an excellent mechanic has kept it in tip-top condition.

.....

6. Then he'll buy a station wagon/can seat ten children.

.....

7. The astronaut first stepped on the moon/ was Neil Armstrong.

.....

8. Children eat vegetables/ are likely to be healthy.

.....

# GRAMMAR SECTION

## 6. FOCUS ON GRAMMAR

### So many/so much, so few/so little + noun + that

**So many** and **so few** are followed by plural count nouns, **so much** and **so little** are followed by non-count nouns.

1. There are many different nationalities in London. You can eat food from almost any country.  
There are **so many** different nationalities in London that you can eat food from almost any country.
2. There's a lot of competition. It's difficult to get into medical school. There's **so much** competition that it's difficult to get into medical school.
3. There aren't many opportunities in small towns. It's sometimes difficult to find a job. There are so few opportunities in small towns that sometimes difficult to find a job.
4. There isn't much crime in small towns. It's safe to leave your door unlocked. There's so little crime small towns that it's safe to leave your door unlocked.

## 7. PRACTICE

Hasan and Husain are trying to decide whether or not to move from the small town where they live to a big city three hundred miles away. Hasan really wants to move, but he still isn't sure. He's giving Husain reasons why they should move and Husain is giving his reasons why they shouldn't.

<b>Husain's Reasons</b>	a lot of friends there a lot of things to do a lot of excitement a lot of restaurants a lot of jobs
-------------------------	---

<b>Hasan's Reasons</b>	a lot of crime a lot of traffic a lot of people a lot of pollution a lot of expenses
------------------------	--

**Make up sentences stating Hasan's and Husain's reasons. Use so much and so many. Volunteers can take turns role-playing Hasan and Husain, using the sentences you've made up.**

**Hasan:** We have so many friends there that we'll never be lonely.

**Husain:** There's so much crime there that we'll always be fearful.

# GRAMMAR SECTION

## 8. PRACTICE

Finding an apartment in a big city can very difficult, particularly if you don't have much money to spend. Ali moved to New York last month. He finally found an apartment, but the apartment and the area aren't very good. Tell about Ali's apartment, the building and the area, using so few and so little.

### Example:

Ali doesn't have much experience. It took him a month to find an apartment.

Ali has so little experience that it took him a month to find an apartment.



1. The apartment doesn't have many windows. It's always dark in the apartment, even during the day.
2. There's not much space in the apartment. No more than two people can visit him at once.
3. There aren't many friendly people in the building. Sometimes he doesn't say hello to anybody for a week.
4. There aren't many parking places on the street. Sometimes he has to look for an hour before he finds one.
5. There's not much heat in the winter. He has to wear a coat inside the apartment.
6. The neighborhood doesn't have many stores. He has to walk four blocks to get food.

## 9. ORAL COMMUNICATION

Sometimes we want to offer friends helpful suggestions. We might say: Wouldn't it be a good idea...? Why don't you...? Don't you think..? Wouldn't it be better? Use some of these expressions as you practice this dialogue with a partner.

### Example:

S1: I'm so exhausted.

S2: How come?

S1: I had so much work to do that I tried to stay up all night. I was so tired I finally fell asleep at 5 A.M.

S2: Why don't you come over to my house for a while?

S1: No, thanks. I had so little sleep last night that I'm going to go straight home and get some rest.

# GRAMMAR SECTION

## 10. FOCUS ON GRAMMAR

## UNIT 7

**An alternative way to express if + a negative form of a verb is to use the word unless + the affirmative form of the verb.**

We use the conjunction *unless* to mean 'except if'. The clause which follows *unless* is a subordinate clause: it needs a main clause to make a complete sentence.

### With If

If you don't study for the test, you won't pass the course.

If she isn't sick, she'll come to work.

I won't pay if you don't provide the goods immediately.

### Equivalent With Unless

Unless you study for the test, you won't pass the course.

Unless she is sick, she'll come to work.

I won't pay unless you provide the goods immediately.

**When the main clause comes first, we don't need a comma:**

**For Example:** They won't come **unless** you invite them.

**Unless** is a conditional word (like if), so we don't use will or would in the subordinate clause:

**For Example:** **Unless** I hear from you, I'll see you at two o'clock.

Not: Unless I'll hear from you ...

**We don't use unless for things that we know to be true:**

You won't be able to get a ticket for the match **unless** you're prepared to pay a lot of money for it. (The speaker doesn't know if you're prepared to pay a lot of money for a ticket.)

I don't know what we would have done **if** we hadn't seen you. (We did see you.)

Not: I don't know what we would have done unless we'd seen you.

**REMEMBER:** In speaking, we use *unless* to introduce an extra thought or piece of information:

He didn't even know about the crash – **unless** he'd heard about it on the radio.

**A:** Oh look. Neil next door's got a new car.

**B:** Unless they have got a visitor.

# GRAMMAR SECTION

## II. PRACTICE

**A.** Amir wants to be the first teenager to sail across the Atlantic Ocean alone.

Change each sentence with if to a sentence with unless. Make any other change necessary to make each sentence logical.

**For Example:** He will leave tonight if it doesn't rain. **He will leave tonight unless it rains.**



1. He will arrive in England in ten days if he doesn't have trouble.  
.....
2. He will navigate by the stars if the sky isn't too cloudy.  
.....
3. If his radio doesn't break down, he can talk to ships along the way.  
.....
4. Newspaper reporters will interview Amir if he isn't too tired.  
.....

**B.** Fill in the blanks with if or unless

1. I will take the job ..... the pay is too low.
2. I will be back tomorrow ..... there is a plane strike.
3. Let's go for a walk ..... you are too tired.
4. I am going to work in the garden this afternoon ..... it rains.
5. I will be surprised ..... he doesn't have an accident soon.
6. I think she would look prettier ..... she didn't wear so much make-up.
7. ..... you don't stop smoking, you will fall seriously ill.
8. ..... you start now, you will not reach there in time.

# READING SECTION

## How To Read Fast

When I (Bill Cosby) was a kid in Philadelphia, I must have read every comic book ever published. (There were fewer of them then than there are now). I zipped through all of them in a couple of days. Then reread the good ones until the next issue arrived.

Yes, indeed, when I was a kid, the reading game was a snap. But as I got older, my eyeballs must have slowed down or something! I mean, comic books started to pile up faster than my brother Russel and I could read them.

It wasn't until much later, when I was getting my doctorate; I realized it wasn't my eyeballs that were to blame. Thank goodness. They're still moving as well as ever.

The problem is, there is too much to read these days, and too little time to read every word of it.

Now, mind you, I still read comic books, in addition to contracts, novels, newspapers, screenplays, tax returns and correspondence and even textbooks about how people read. And which techniques help people read more in less time.

I'll let you in on a little secret. There are hundreds of techniques you could learn to help you read faster. But I know of four that are especially good.

And if I can learn them, so can you and you can put them to use immediately.

They are commonsense, practical ways to get the meaning from printed words quickly and efficiently. So you'll have time to enjoy your comic books, have a good laugh with Mark Twain, or a good cry with War and Peace, Ready? They will give you the overall meaning of what you are reading and let you cut out and awful lot of unnecessary reading.

### 1. Preview - If it's long and hard

Previewing is especially useful for getting a general idea of heavy reading like long magazine or newspaper articles, business reports, and notification books.

It can give you as much as half of the comprehension in as little as one tenth the time. For example, you should be able to preview eight or ten 100 pages reports in an hour. After previewing, you'll be able to decide which reports (or which parts of which reports) are worth a closer look.

Here's how to preview: Read the entire first two paragraphs or whatever you've chosen. Next read only the first sentence each of successive paragraph. Then read the entire last two paragraphs.

#### To preview, start by reading:

- the title and author details
- the abstract (if there is one)
- then read only the parts that 'jump out': that is: main headings and sub headings, chapter summaries, any highlighted text
- examine any illustrations, graphs, tables or diagrams and their captions, as these usually summarize the content of large slabs of text
- the first sentence in each paragraph

# READING SECTION

## 2. Skimming - If it's short and simple

**What is it?** Skimming involves running your eye very quickly over large chunks of text. It is different from previewing because skimming involves the paragraph text. Skimming allows you to pick up some of the main ideas without paying attention to detail. It is a fast process. A single chapter should take only a few minutes.

**When to use it:** to quickly locate relevant sections from a large quantity of written material. Especially useful when there are few headings or graphic elements to gain an overview of a text. Skimming adds further information to an overview.

### How to skim:

- note any bold print and graphics.
- start at the beginning of the reading and glide your eyes over the text very quickly.
- do not actually read the text in total. You may read a few words of every paragraph, perhaps the first and last sentences.
- always familiarize yourself with the reading material by gaining an overview and/or skimming before reading in detail.

**The highlighted words are picked out for skimming the following story. Try it. It shouldn't take you more than ten seconds.**

My brother **Russel thinks monsters** live in our **Bedroom closet at night** but I told him **he is crazy**.

"Go and **Check then.**" He said.

**"I didn't want to."**

Russel said I was chicken.

**"I am not."** I said

**"You are."** He said.

I **told him** the monsters were going to **eat him at midnight**. He started to cry. My dad came in and **told** the monsters to beat it. Then he told us to **go to sleep**.

"If I hear any more about monsters," He said, "**I'll spank you.**" We went to **sleep fast**. And you know something? They **never** did **come back**.

Skimming can give you a very good idea of this story in about half the words - and in less than half of the time it would take to read every word. Previewing and skimming can give you a general idea about the content. But neither technique can promise more than 50 percent comprehension because you aren't reading all the words.

# READING SECTION

## 3. Scanning

**What is it?** Scanning is sweeping your eyes (like radar) over part of a text to find specific pieces of information.

**When to use it:** to quickly locate specific information from a large quantity of written material.

**To scan text:**

- after gaining an overview and skimming, identify the section (s) of the text that you probably need to read.
- Know what you're looking for...
- Look for only one keyword at a time. ....
- Let your eyes float rapidly down the page until you find the word or phrase you want.
- When your eye catches one of your keywords, read the surrounding material carefully.

You have read the story on the previous page. Scan the story again looking for the following key details. It shouldn't take you more than few seconds.

- a. Russel thinks monsters live in our.....
- b. Russel brother told him that monsters were going to eat him at.....
- c. We went to sleep.....
- d. They never.....

My brother Russel thinks monsters live in our Bedroom closet at night but I told him he is crazy.

"Go and Check then." He said.

I didn't want to. Russel said I was chicken.

I am not. I said

You are. He said.

I told him the monsters were going to eat him at midnight. He started to cry.

My dad came in and told the monsters to beat it. Then he told us to go to sleep.

"If I hear any more about monsters," He said, "I'll spank you."

We went to sleep fast. And you know something? They never did come back.

**To read faster and understand most - if not all - of what you read, you need to know a third technique. It is called Cluster.**

# READING SECTION

## SECTION A

### 4. Clustering - To Increase Speed & Comprehension

Most of us learned to read by looking at each word in a sentence - one at a time. But word by word reading is a rotten way to read faster. It actually cuts down on your speed.

Clustering trains you to look at groups of words instead of one at a time - to increase your speed enormously. For most of us, clustering is a totally different way of seeing what we read.

Here's how to cluster. Train your eyes to see all the words in clusters of up to three or four words at a glance.

Here's how I would cluster the story we just skimmed.



Learning to read clusters is not something your eyes do naturally. It takes constant practice. Here's how to go about it. Pick something light to read. Read it as fast as you can. Concentrate on seeing three or four words at once rather than one word at a time.

#### The story of Ellis Island



**Listen to the audible story of Ellis Island - after listening to the story, read the same story on the next page using skimming method of reading.**

# READING SECTION

## SECTION B

### The story of Ellis Island

The year is 1906, the date November 16th. Franz and Ulrike Schumacher and their three children have just **disembarked from** the Hamburg-Amerika line steamship that has carried them across the stormy North Atlantic Ocean from Germany.

Like the thousands of other people **milling around** them, they are totally **bewildered**, caught up in a mixture of hope and apprehension, as they crowd into a vast waiting room. The room sounds like the Tower of Babel, for few of those in it speak a word of English. They speak German, Polish, Dutch, Hungarian, or Russian maybe, yet they have come, **seeking** a new life in a new world; and now they are on American soil for the first time. This is America! America! Or at least it is Ellis Island.

After **interminable** hours of waiting, the Schumacher family are finally called to a desk; immigration officials study their papers, and ask them where they intend to go. They don't ask how long they're planning to stay, however, since they know the answer already. All those who pass through Ellis Island -- and that could mean over 11,000 people per day -- are **would-be** immigrants. They are looking to start a new life in a new world.

For many, passing through Ellis Island was not so much a matter of stepping into a new world, it was stepping into a new life, a new character. And so it was that the man who finally led his family through the door and onto the ferry packed with a **jostling** crowd of new Americans was not Franz Schumacher any more, but Frank Shoemaker, even if he still didn't understand more than a couple of words of English. Ever since the Declaration of Independence in 1776, the United States has been a nation of immigrants. While today the pattern of immigration is not what it used to be (most immigrants coming from Latin America or Asia) and immigration policies are now designed to restrict entrance to the USA, things were very different in the early part of the twentieth century.

Ellis Island, almost in the shadow of the Statue of Liberty at the entrance to New York Harbor, was the first stop on American soil for some twelve million immigrants between the years 1892 and 1954. For most, it was "a portal of hope and freedom"; for just a few, it was the "Island of Tears", when they were turned away for failing to meet the various immigration laws and requirements.

During its years of operation, Ellis Island was the principal port of immigration into the United States, **processing** approximately 75% of all the immigrants into America over the period.

The original **three acre** island got its name from a previous owner, Samuel Ellis. At the end of the eighteenth century, the State of New York secured the island in order to build fortifications as part of its harbor defense system.

# READING SECTION

## SECTION B

### The story of Ellis Island

It was in 1890 that Congress set aside **funds** to begin improvements on the island, so that a federal immigration station could be built to replace the existing **facilities** at Castle Garden, in lower Manhattan.

The original island was expanded to several times its size, and the new immigration station opened on January 1st, 1892. Five years later, it was destroyed by fire; but it was soon rebuilt, with an impressive French Renaissance style brick building, which opened for business on December 17th 1900 and processed 2,251 immigrants that very same day. The part of the building whose image remained most clearly marked in the memories of those who passed through, was the vast registry room occupying the whole central section of the second floor; it was here that most of the processing of would-be immigrants took place.

During the next half century, the small island grew to its present size, as it was joined by landfill to three **adjacent** islands. The main building was supplemented with a **power house**, kitchens, a hospital and **contagious** diseases wards, a dormitory building, a bakery and several other structures.

In the early 1920's, though, immigration declined sharply, as restrictive immigration laws were passed. These put an annual ceiling on immigration, and established quotas for each foreign nation. They also made it compulsory for would-be immigrants to fill in papers at the US consulate in their country of origin, rather than on arrival. Thereafter, only those whose papers were not in order, or who needed medical treatment, were sent to Ellis Island.

The facilities were increasingly used for the assembly and deportation of **aliens** who had entered the USA illegally, or of immigrants who had violated the terms of their admittance. And finally, on November 12th 1954, the Ellis Island immigration station ceased operation.

Now it is open again, but as a museum, to tell the story of a fundamental stage in the making of modern America. The story needs to be told; what better place to tell it than on Ellis Island?

### 1. PRACTICE

**Complete these sentences with the appropriate prepositions**

#### Teacher Guide

Give practice one as a homework.

1. The immigrants disembarked (\_\_\_\_\_) the steamship that had carried them (\_\_\_\_\_) the ocean.
2. Like the thousands of other people milling (\_\_\_\_\_) them, they are caught (\_\_\_\_\_) (\_\_\_\_\_) a mixture of hope and apprehension as they crowd (\_\_\_\_\_) a vast waiting room.
3. They have come, seeking life (\_\_\_\_\_) a new world; and now they are (\_\_\_\_\_) American soil (\_\_\_\_\_) the first time.
4. After hours of waiting, they are called (\_\_\_\_\_) a desk.

# READING SECTION

## SECTION B

5. All those who pass (\_\_\_\_\_) Ellis Island are would-be immigrants.

6. (\_\_\_\_\_) many, passing (\_\_\_\_\_) Ellis Island was not so much a matter of stepping (\_\_\_\_\_) a new world, it was stepping (\_\_\_\_\_) a new life, a new character.

7. The man who finally led his family (\_\_\_\_\_) the door and (\_\_\_\_\_) the ferry packed (\_\_\_\_\_) a jostling crowd of new Americans was not Franz Schumacher any more, but Frank Shoemaker.

8. Ellis Island, almost (\_\_\_\_\_) the shadow (\_\_\_\_\_) the Statue of Liberty (\_\_\_\_\_) the entrance (\_\_\_\_\_) New York Harbor, was the first stop (\_\_\_\_\_) American soil (\_\_\_\_\_) some twelve million immigrants (\_\_\_\_\_) the years 1892 and 1954.

### Matching Exercise

Take one element from each column to form a sentence, and add in an appropriate time clause (e.g. "on 12th November 1920").

#### A

- Congress set aside funds
- Franz and Ulrike Schumacher
- the US has been a nation of immigrants
- the new building
- the new station
- the French Renaissance style building
- Ellis Island
- immigration declined sharply

#### B

- ever since the Declaration of Independence
- saw 12 million immigrants
- because of restrictive immigration laws
- closed its doors
- opened for business
- disembarked on Ellis Island
- was destroyed by fire
- to build a federal immigration station

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

# READING SECTION

## Role Play Exercise

Franz and Ulrike Schumacher have just arrived on Ellis Island: they are at last called to a desk, for the immigration formalities. The two immigration officers are going to ask them a whole lot of questions about their past and their future; they are also going to make some suggestions about where to go and how to set about doing things in the United States. They will also suggest the Schumachers anglicize their name; while Franz thinks this is a great idea, Ulrike has reservations.

For the purpose of this role play, both the Schumachers speak English.

## Who killed Martin Luther King?

**Listen to the audible story of who killed Martin Luther King - after listening to the story, read the same story using clustering method of reading.**

## Who killed Martin Luther King?

**Listen to the audible story of who killed Martin Luther King while following the text.**

On the night of April 4th 1968, someone was waiting opposite the windows of the Lorraine Motel, in downtown Memphis.

In front of the motel, a big white Cadillac was parked; it was the car in which the Rev. Martin Luther King was being driven round, as he traveled through the southern states, speaking to audiences in towns and cities, promoting the cause of non-violence and civil rights.

When King stepped out onto the balcony, to take a breath of fresh air after eating his dinner, a shot rang out. The civil rights leader and Nobel-prizewinner, the man who preached non-violence, fell to the ground, fatally wounded. Within minutes, he was dead.

The news spread like wildfire round the USA: the man who had done more, perhaps, than any other to further the rights of Black people in the United States of America, had been assassinated, it seemed, by a lone sniper, a white extremist. Weeks later a man by the name of James Earl Ray was arrested and sentenced to 99 years in prison for the assassination. But is that really what happened?

Though James Earl Ray initially confessed to killing King, it was not long before he retracted his statement; and to this day, there are those who do not believe that Ray was actually guilty of the crime for which he spent almost 30 years behind bars. Indeed, even Dexter King, Martin Luther King's son, believed that Ray was not his father's assassin.

But if Ray did not do the deed, who did? And why? Was it just a pure racist crime? Or was this a political assassination ordered by some faceless figures in some secret service? The theory that King was really assassinated by the Secret Service has been growing more and more popular over recent years, and was even the subject of an "X-Files" episode. So how real is the conspiracy theory? And what reasons might anyone other than a racist have had to get rid of a charismatic and peaceful leader like Martin Luther King?

# READING SECTION

We have to take ourselves back to 1968. Since 1955, King had been at the front of the Civil Rights movement in the USA. He had given great support to the year-long bus boycott in Montgomery, Alabama, which eventually led to the desegregation of public transportation; he had used his skills as a passionate orator to inspire black people to stand up for their rights, in housing, education and other civil rights; and he had gained the backing of a growing number of whites.

He was in the front line of the anti-segregation demonstrations in Birmingham, Alabama, in 1963, which probably did more than any other protest to further the cause of civil rights. During his brief presidency from 1960 to 1963, Kennedy paved the way for a Civil Rights Act, which would officially ban race-based segregation throughout the USA. Though Kennedy was gunned down before he had time to put the act through Congress, Lyndon Johnson completed the job, and by the end of 1964, the Civil Rights Act was law, and Martin Luther King had won the Nobel Prize for Peace. Racism, however, had not disappeared. More laws, including the 1968 Civil Rights Act, were needed to fully eradicate all forms of official racism. But even then, laws could not change the deep-seated bigotry of many southern whites; the more Civil Rights laws were passed, the more some racist groups felt threatened.

1968 was a crisis year in many countries. The Civil Rights movement in the USA had more or less merged with the anti-Vietnam War movement. Black leaders like King were being joined by the pacifist gurus of a new generation of educated young white Americans, Bob Dylan and Joan Baez. At the same time, in the black ghettos of the rustbelt cities, a new and more aggressive movement had emerged: Black Power. In the opinion of some observers, America was slowly sliding towards civil unrest on a large scale. Though King, with his non-violence, was no supporter of civil conflict, he was the no.1 figurehead of black America. Hence the conspiracy theory.

According to the theory, King was assassinated by the government (whoever that may have been) to prevent the USA from severe civil conflict. A week before King was assassinated, a peaceful march in Memphis had been provoked into violence by a gang called "the Invaders". Nobody knows who was behind the Invaders - but someone was.

James Earl Ray admitted that he was involved in the assassination of King, but claimed that he was part of a plot, the dumb guy who was used by others who tricked him into it. He claimed that the gun that killed King was actually fired by a man called "Raoul" - but who Raoul was no one knows. Dexter King, who studied events surrounding his father's death in the minutest detail, believed that Ray was telling the truth. New scientific tests suggest that it was not Ray's gun that fired the bullet that killed King. So if it was "Raoul", not Ray, that really assassinated Martin Luther King, why did he do it, and on whose orders? Was it the CIA, or some other secret organization, nervous about rising black militancy and opposition to the Vietnam war? Or was King's assassination masterminded by some secret white supremacist organization? Maybe we will know one day, maybe not.

# READING SECTION

## Comprehension questions

1. Why did more and more people call for the release of James Earl Ray?

.....  
.....  
.....  
.....

## Exercise

On the night of April 4th 1968, someone (wait) ..... opposite the windows of the Lorraine Motel, in downtown Memphis.

In front of the motel, a big white Cadillac (park) .....; it (be) ..... the car in which the Rev. Martin Luther King (drive round) ..... as he (travel) ..... through the southern states, (speak) ..... to audiences in towns and cities, (promote) ..... the cause of non-violence and civil rights.

When King (step) ..... out onto the balcony, (take) ..... a breath of fresh air after (eat) ..... his dinner, a shot (ring) ..... out. The civil rights leader and Nobel-prizewinner, the man who (preach) ..... non-violence, (fall) ..... to the ground, fatally (wound) ..... Within minutes, he (be) ..... dead. The news (spread) ..... like wildfire round the USA; the man who (do) ..... more, perhaps, than any other (further) ..... the rights of Black people in the USA, (assassinate) ..... it (seem) ..... , by a lone sniper, a white extremist. Weeks later a man by the name of James Earl Ray (arrest) ..... and (sentence) ..... to 99 years in prison for the assassination.

But is that really what (happen) ..... ?

Though James Earl Ray initially (confess) ..... to (kill) ..... King, it was not long before he (retract) ..... his statement; and to this day, there are those who (not believe) ..... that Ray (be) ..... actually guilty of the crime for which he (spend) ..... almost 30 years behind bars.

Indeed, the calls for Ray's release (grow) ..... stronger by the year, to the point that even Dexter King, Martin Luther King's son, now (believe) ..... that Ray was not his father's assassin.

## Creative Writing

**Using information from the article, imagine how the news of Martin Luther King's assassination was reported in the press next day.**

.....  
.....  
.....

# READING SECTION

## Vocabulary Exercise

Select the best equivalent of the following words used in the article:

- wounded:** amused, hurt, confused
- to further :** to promote, to stop, to discourage
- like wildfire:** very fast, slowly, in an excited manner
- behind bars :** drinking, working in a pub, in prison
- release:** liberation, imprisonment, record
- deed:** action, death, plan
- paved the way:** seriously opposed, prepared, did nothing about
- hence:** next, this explains, here
- masterminded:** analyzed, planned, killed

## Dialogue

(pair work) In pairs, students should script and act out an imaginary interview between the owner of the motel and a local journalist on the day following the assassination.

## Highway 66 revisited A trip along America's historic route 66



Listen to the audible story of Highway 66 revisited - after listening to the story, read the story word by word.



The car is the cornerstone of modern American life; yet cars need roads, and so the road too is a cornerstone. But while cars have regularly been raised to the status of cult objects in song, poetry and film, roads have tended to keep a more prosaic image. Occasionally there have been exceptions: Bob Dylan named one of his most famous albums for a road — Highway 61 Revisited — and Jack Kerouac gave pride of place to a highway in his classic novel On the Road. Yet in the culture and history of twentieth century America, one highway stands out from the rest; and although it no longer exists, except in small sections here and there, "Route 66" is without the shadow of a doubt the most famous highway in the United States of America.

# READING SECTION

Steinbeck, who knew it well, called it "the Mother Road". It was the road taken by the Joad family in the *Grapes of Wrath*; for them, as for hundreds of thousands of real-life dustbowl refugees, Route 66 was the road that led from the hell of dusty Oklahoma to the paradise of California, where the peach trees and vines were always laden with succulent, luxurious fruit, just waiting to be picked. At least, that was the popular myth.

Those who like listening to American music may have heard the song *Route 66*, originally recorded by Nat King Cole, and since then re-recorded dozens of times by a bevy of artists including The Rolling Stones, Chuck Berry and Depeche Mode: the words of the song detail the full itinerary of the US Highway 66, which "winds from Chicago to L.A., more than two thousand miles all the way."

Today, little is left of the most famous of all America's highways. Here and there, in Illinois or in Kentucky, sections of the famous road still display the sign 66; but 66, where it does survive, is no longer a key element in a continental highway system as it once was — just a local highway linking neighboring towns. The development of America's transcontinental system of divided-highway "interstates" during the 1950's and 1960's meant that the Mother Road rapidly became obsolete, and in 1977, fifty-one years after it was created, U.S. 66 officially ceased to exist. By then, almost everyone wanting to "motor west" was using the main east-west interstates, I-40, I-60 or I-80.



It was in 1926, the year in which Henry Ford launched the Model-T and put the automobile in reach of the ordinary American, that officials decided that the U.S.A. should have a federal road network. In Oklahoma, a businessman called Cyrus Avery, who quickly saw the advantage of bringing a transcontinental highway through his state, immediately started lobbying officials to create a single highway running all the way from the Great Lakes to the Pacific, and passing through Oklahoma; it would be the longest federal highway in the U.S.A..

Avery's plan was accepted, and the number 66 was chosen — a nice memorable number. Avery and others wanted to attract business to the road and all kinds of promotional activities were organized, including an amazing trans-America running race from L.A. to New York, via Chicago; of the 275 runners who began the race, 55 actually ran the whole way.

# READING SECTION

## SECTION D

When it opened, only 800 of the 2,400 miles were paved; the rest were just gravel or earth, and it was not until 1937 that the whole route was paved. Even then, however, it was a hard journey. In winter time most of the route ran through bitterly cold regions; and in summer, the sections through new Mexico, Arizona and the California desert were extremely hot. In those days, cars regularly overheated, passengers needed regular sustenance, and the service stations, restaurants cafés and motels that appeared at short intervals all along the route did a good trade.

When, bit by bit, 4-lane interstates replaced the old highway, business collapsed very rapidly for many of those who had helped so many travelers on their way. In agricultural regions, towns and communities could survive without the road, but in the sparsely-populated desert areas, many small communities just disappeared. Today, for instance, nothing but a solitary palm tree and a wooden sign-board marks the site of the one-time Bagdad, California. Elsewhere, empty roofless stone buildings that were once garages or hotels stand abandoned to the



wind and the elements. On some sections of the old road, cars pass by at the rate of one an hour or less

Perhaps in coming years, there may be a few more; the story of Route 66 is coming to be recognized as history, and a few adventurous travellers are driving along sections of it, reliving the spirit of the past. Yet few, very few, travel the whole road, or what is left of it. Even in an air-conditioned Cadillac, Route 66 remains what Woody Guthrie called "a mighty hard road."

### Vocabulary

Select the nearest equivalent for the following words and phrases used in the article:

- A. **Gave pride of place:** 1 gave prominence to, 2 gave a new role to, 3 gave up
- B. **Stands out from:** 1 is better than, 2 is older than, 3 can be distinguished from.
- C. **Without the shadow of a doubt :** 1 certainly 2 probably 3 perhaps
- D. **Laden with:** 1 covered with, 2 accompanied by 3, full of.
- E. **A key element:** 1 a limited access road, 2 an essential part, 3 an industrial route
- F. **Obsolete:** 1 too popular, 2 no longer adequate, 3 old fashioned
- G. **Lobbying:** 1 telling, 2 trying to persuade, 3 paying.

# READING SECTION

## Comprehension

Read the article, then put these events in the right order.

1. Nothing remains of Bagdad, California, except a palm tree and a sign.
2. Only 800 of the 2,400 miles were paved when it opened.
3. The U.S. Government decided to create a federal road network.
4. Number 66 was chosen for the road.
5. The road officially ceased to exist.
6. Cyrus Avery began lobbying for the road.
7. A trans-American foot race was run.
8. Interstates were developed all over the USA.
9. Avery's plan was accepted.
10. Depeche Mode recorded the song Route 66.

Once you have established the right order, link the sentences in pairs, and use them as the basis of a synopsis of the story of Route 66 in 200 words.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Written Expression

The year is 1930. You are driving, with your family and have just reached Dry Creek Station, Arizona, en route for California. Write a letter to your friends, describing the road and the journey.

# WRITING SECTION

## What is a sentence?

A set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.

## What is punctuation?

the marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning.

## What is capitalization?

The action of writing or printing in capital letters or with an initial capital.

- ◆ **Names of people:** Names of people must always start with capital letters.

For Example: Ahmad, Hussain, Jamila

Titles such as Mr, Mrs, Ms, Dr can be written with or without full stop.

Dr. Alia or Dr Alia

- ◆ **Geographical terms**

- Countries - e.g. Afghanistan, Pakistan, Iraq
- Nationalities - e.g. Japanese, Sweden
- Other geographical locations - Mount Everest
- Languages - e.g. Arabic, English, Pashto, Urdu

- ◆ **Names of companies and products**

- Nokia, Samsung, iPhone
- Pepsi, Coca Cola

- ◆ **Names of books/films, etc**

- New Promotion One
- The Merchant Of Venice

- ◆ **Names of Religions**

- Islam, Judaism, Christianity

- ◆ **Days, Months, and Holidays, But Not Seasons**

- Friday, August, Eid

- ◆ **Time Periods and Events (Sometimes)**

# WRITING SECTION

- World War I, Middle Ages

**Remember:** centuries and the numbers before them are not capitalized.

**For Example:** sixteenth and seventeenth centuries

## EXERCISE

**Rewrite the sentences with correct capitalization**

1. "What time is it in china?" asked my Dad.
2. We traveled north for 300 miles before reaching the pacific northwest.
3. Have you ever read catcher in the rye?
4. Spring is my favorite season, though I do love the Fall because leaves on the trees have my favourite colors.

1. ....
2. ....
3. ....
4. ....

## Sentence Writing

**For all sentences**

- a. The first letter should always be capitalized.
- b. At the end of the sentence there should always be a period or question mark.
- c. Be sure to leave spaces between words; don't let your words run together.
- d. Reread your sentences to make sure there are no problems.

## Organizing Your Ideas

**Whatever you are planning to write, you need to organize your ideas, either on a paper, on your computer, or in your head.**

There are several good things about this stage of writing:

- You do not need to worry about grammar and spelling.
- You do not need to write whole sentences: single words, phrases, or even pictures are fine.
- You do not need to put your ideas into any kind of order to begin with – that can come later.
- The act of writing things down can give you a new ideas.

# WRITING SECTION

## Let's Try Writing On Working Abroad

Reasons to work abroad	Types of work available	Practical issues
Chance to travel	Voluntary vs paid	Legal: work permits, etc
See real life	Teaching	Safety
Earn money	Farm work	Cheapest way to travel
Make new friends	Tourist industry	There
Work experience	Restaurants	How much will you earn?

You can also use mind maps



Or spider maps - Look at the spider map below about sports



# WRITING SECTION

## Research

For some pieces of writing, especially longer pieces, you will need to do some research. How much you need to do will depend on the information you already have and the amount of detail your writing needs.

You can use:

- Library
- Internet (Using the internet is a quick and useful way to research a topic.)

## Making notes and summaries

When you are doing research, you will want to **make notes**. Your notes can be in whatever form suits you best. The important thing is to make sure you will still understand them when it comes to use them.

If you are going to record quotations to use it in your own writing, be careful:

- If you use a direct quotation, you must produce it accurately, and you must say where it has come from.
- If you summarize what someone has said it, you must change it into your own words. Copying the words of others is called plagiarizing. It is not allowed in academic work, and it can be illegal.

## Outlines

For longer pieces of writing, it is useful to produce an outline before you start. An outline can have as much or as little in it as you think will be useful for you, but it should be at least include a basic list of headings.

You can use your outline to check that everything you want to write is in a **logical order**.

- Make sure that understanding one part does not rely on another part that comes later.
- If you move on to a different point, see if it needs some sort of introduction or explanation.
- Make sure that all the points connected to a particular theme or treated together.

## Writing a draft

A draft is a rough version of your finished writing. It can be as close to or as far away from the final text as you like. For instance, you may decide to concentrate on the content and not worry about spelling and punctuation - that is up to you.

If you are writing something very long, or very important, you may write more than one draft.

When you have written a draft, it is useful to ask the following questions:

- Does the order of what is written make sense?
- Have you included everything you wanted to include?
- Is all the material **relevant**? Is there anything you should cut out?

# WRITING SECTION

## General layout

A clear and attractive layout will make your texts both more enjoyable to read and easier to understand.

Here are some general rules:

- Almost all documents look better if there is plenty of **space** around the words.
- Do not make your **sentences or paragraphs** too long.
- Do not make the **size of type** too small.
- Whatever style you choose for the different parts of your document, make sure you **keep to the same style all the way through**.

Look at the following piece of text.

To: all football club members

Welcome back to football practice after the summer break. Many of you will know that we have a new kit this season. Each player will need a red shirt and shorts for home games and a blue shirt and shorts for away games, with white socks with red stripes, shin pads, a tracksuit for practice which doesn't need to be in the club colors, and studded boots, which can be of any type. Please remind your parents that there is a Rs. 1000 fee to cover coaching and transport to matches. See you at training next week. From Ali (team coach)

Now see how a better layout can make the same information much easier to read:

To: all football club members

Welcome back to football practice after the summer break.

### New kit

Many of you will know that we have a new kit this season. Each player will need:

- a red shirt and shorts (for home games)
- a blue shirt and shorts (for away games)
- White socks with red stripes
- Shin pads
- Tracksuit (any color - for practice only)
- Studded boots (any type)

### Fees

Please remind your parents that there is a Rs. 1000 fee to cover coaching and transport to matches.

See you at training next week.

Ali (team coach)

# WRITING SECTION

## Fonts

A font is the design of the letters that you use to write with. You will be able to choose fonts when you write documents on your computer. They range from standard fonts that you might use for an essay or a letter, to very unusual and dramatic ones that you might use for example advertisement or invitation.

The **normal font size** for general texts such as essays is 11 or 12 points. You may want to use larger fonts for headings. Sometimes smaller sizes (usually 10 or 11 points) are used for long quotations.

## Bullet Points

If you want to separate out a list of points from the main part of your text, a simple way to do so is to use bullet points. Bullet points are often used when the order of the list is not particularly important.

During this exciting trip, students will:

- learn how to gather food in the wild
- spend two nights in a nearby forest
- learn how to build a shelter from earth and branches

You can decide whether or not to use capital letters at the beginning of each bullet point.

## Numbered points

Numbered points are used in a similar way to bullet points, but are often used to show that the order of points is important.

The most common Arabic girls' names in 2020 were:

1. Aishah
2. Sarah
3. Surayyah
4. Ruqayyah

## Headers, footers & page numbers

Headers and footers are pieces of text that appear at the top or bottom of the pages of your document, but are separate from the rest of the writing on that page.

Typical items that might be put in them include

- a. document title
- b. chapter or section titles
- c. author name
- d. copyright information
- e. date
- f. document reference

# WRITING SECTION

Using headers and footers can make your work look more professional. Page numbers can also be added automatically, and placed wherever you want them: at the top or bottom of the page; on the right or left or in the center.

## Tables and boxes

If you want to present information in rows and columns is a good idea to use a table.

### Course timetable

Time	Group 1	Group 2
11:00	Progress One	Progress two

## Logical Ordering

If you have planned your writing well, you should have no problem writing it in a logical sequence.

Make sure your points lead on to each other in such a way that your read is guided through your argument.

**REMEMBER:** You should move from general points to more specific, detailed points. Never include a point without any necessary background or explanation.

If you are writing an essay, it should start with an introduction, then main body and should end with a conclusion.

### Introduction

- Introduce the topic: briefly describe what the essay is about, providing any necessary explanation of the background and context of the topic.

### Main Body

- Explain the purpose of the essay: say what you will discuss, making sure it fits exactly with the title of your essay. Mention arguments for and against or talk about advantages and disadvantages.
- Avoid mentioning your personal opinions if you are asked to write a fact based essay. Focus on facts rather than your or someone else's personal opinions.
- Make sure you use transitions when moving from one idea to another.

### Conclusion

The conclusion brings together all the ideas and information you have discussed. This shows the reader that the essay is complete and that the aims of the essay have been achieved.

**Remember:** Essay and report has the same structure: **a. Introduction b. Main body c. Conclusion**

# WRITING SECTION

## Headings

Headings are often used in long documents. They can **make the presentation more effective and attractive** by breaking up long pieces of text.

Headings are useful for your readers. They explain the structure of your document and enable the reader find a particular topic easily.

### 1. Main Heading 1.1 Subheading 1.1.1 sub - subheading

Once you have decided on a structure, you need to choose a style for your headings. Make sure the style is the same throughout the whole document.

You will need to think about the following:

- The **font type and font size** for each level of heading
- Are your headings **numbered**, and if so how?
- Are your headings **bold**, *italic*, underlined etc.

## Paragraphs

In a long piece of writing, such as an essay or a report, each paragraph should contain one separate point or idea. The **first sentence** of each paragraph should usually introduce what the paragraph is about:

Here are some phrases to link your paragraphs:

- **As a result of...**
- **Meanwhile...**
- **Despite...**
- **Nevertheless...**
- **However...**
- **On the other hand...**
- **In addition to...**

## What is good style?

When people write with good style, their writing is clear, interesting, elegant and appropriate for their audience.

The best style to use will vary according to the type of document you are writing: the kind of original, descriptive writing you would use for a piece of creative writing would not be appropriate for a factual report.

There are many aspects to writing with good style, which are discussed in this section.

# WRITING SECTION

However, one simple rule applies to all your work.

- **Avoid repeating words**

Whatever you are writing, it will sound dull and clumsy if you use the same words over and over again. If you read your work aloud, you will notice when you have done this.

Too much repetition	Better
team A discovered....Team B discovered...., Team C discovered	Team A discovered...., Team B found...., Team C's results showed...

Sometimes the easiest way to avoid repetition is simply to replace one of the words with a pronoun.

Too much repetition	Better
We intend to invite all our <b>friends</b> and ask each <b>friend</b> to bring some food.	We intend to invite all our <b>friends</b> and ask each of <b>them</b> to bring some food.

- **Writing in sentences**

Sentences are the building blocks of our texts. The length of your sentences will depend on who you are writing for, but very long sentences can be confusing, while very short sentences can sound childish. If your sentence is longer than about 15-20 words, see if you can divide it. It is best to avoid starting a sentence with a **conjunction** such 'and', 'but' or 'or', especially in formal writing.

**Look at the following:**

First we went to the Tower of London, which was fantastic, our tour guide was excellent, and we saw the crown jewels, later we had our picnic on a lawn near the ravens.

This sentence would be much better using dashes and splitting it into separate sentences, like this:

First we went to the Tower of London, which was fantastic—our tour guide was excellent. We saw the crown jewels, and later we had our picnic on a lawn near the ravens.

- **Using plain English**

It is important to write in plain English. Plain English is easier to write, and certainly easier to understand. This does not mean that you need to write in baby-talk, but try to follow these rules:

- ◆ **Avoid unnecessary formality.** Ask yourself if there is a simpler word or phrase that would be appropriate for your reader.

very formal	simpler
prior to	before

# WRITING SECTION

in excess of	more than
in the vicinity of	near

- ◆ Try to use active verbs instead of nouns. This will make your sentences sound less complex and formal.

Noun form	active verb form
give encouragement to	encourage
ensure the completion of	complete
make provision for	provide

- Active or passive verbs?

It is usually better to use active verbs in your writing because the structure is simpler. Passive can sound rather formal. However, the passive can be useful in certain cases. For instance, you may use the passive if you do not want to appear to be blaming someone or criticizing someone:

*You have not paid the money. (active and accusing)*

*The money has not been paid. (passive and more neutral)*

The passive is also used when you do not know who carried out an action or it is irrelevant who carried out the action. This will often happen in academic writing in which the slightly more formal style is appropriate:

The result were analyzed in the laboratory.

The buildings were knocked down in 1989.

## Avoiding Redundancy

It is very easy to use more words than you need, but too many words will make your writing less effective and may annoy your readers.

### Compare the following:

Ahmad and I are of the same opinion on this matter.

Jack and I agree.

Due to the fact that the train was delayed, we were late for the meeting.

We were late for the meeting because the train was delayed.

- Avoid saying the same things twice.

This is known as **tautology**. Consider the following:

9 a.m. in the morning.      a.m. means in the morning - choose one of the other

# WRITING SECTION

re-examine again

just say reexamine - the again is expressed in the prefix re-

my personal opinion

if it's your opinion, it's personal - you don't need to say so.

mutual cooperation

you can't cooperate on your own, so it must be mutual

- Avoid adding illogical extra words.**

Consider the following:

in actual fact

if it is a fact, it must be actual - just say in fact

very unique

something unique is the only one of its kind - there are no degrees

added bonus

a bonus is something that you get in addition to something else -

## Avoid ambiguity

Ambiguity is when something could possibly be understood in more than one way. It is an easy trap to fall into because you know what you mean when you write, but try to put yourself in the reader's place and make sure there is no room for doubt.

**Be careful** with words that have more than one meaning. Consider the following:

My teacher is really funny. (Is my the teacher humorous or strange?)

The food was very hot. (Was it a high temperature, or was it spicy?)

**Make** it clear whether you are using words and phrases in a literal or figurative sense:

He was in debt to his friend. (Did he owe his friend money or simply feel grateful?)

**Use pronouns carefully** to make sure it is clear who or what they refer to:

Laila had an argument with Sarah, and she started crying. (Who cried, Laila or Sarah?)

## Check the structure of your sentence

Make sure it is clear how the parts of your sentence relates to each other. Compare the following:

We talked about bullying at work. (ambiguous - were we at work or not?)

We talked about the issue of workplace bullying.

At work, we talked about bullying.

# WRITING SECTION

They told us about the murder at 11 o'clock. (ambiguous - did the murder happen at 11 o'clock?)

At 11 o'clock, they told us about the murder.

They told us about the murder that occurred at 11 o'clock.

- ◆ **Make sure it is clear what your adjectives are describing.**

a large woman's handbag. (Is it the woman or the handbag that is large?)

## Tone

The tone of your writing express your **attitude** towards the reader and it is important that you are careful about this. If you think about what you want to achieve with your writing, it will help you decide what tone to take. For example, if you are writing a letter to accept a job, you will probably want your tone to be friendly yet professional and show that you are pleased to have been chosen.

It is important to use language that is the right level difficulty for your reader. If you use difficult words, you may sound as if you are showing off, but if you use very simple language, your reader might feel you are being patronizing.

## Emphasis

We use emphasis to draw a reader's attention to the points which are most important. There several ways of doing this:

- **Order within the document.** It is usual to start with the most important points.
- **Order within a sentence or paragraph.** The first part of the sentence will be seen as the most important. Compare the following.

A thorough safety assessment is needed urgently, following a number of accident on the site.

Following a number of accident on the site, a thorough safety assessment is needed urgently.

- **Headings** - can be used to reinforce the main point that will be made in the parts they refer to.
- **Sudden change of style** - If readers are surprised by a sudden change of style, they may pay more attention to what is being said. One example would be to use a very short sentence.
- **Emphatic words and phrases** - These can highlight the most important points.

our priority now is.....

they did murder...

- **Punctuation** - The most obvious way to emphasize a sentence is to end it with an exclamation mark.

We won the match!

# VOCABULARY

## How To Read Fast

1. Comic book	N	A magazine that presents a serialized story in the form of a comic strip, typically featuring the
2. Zip	V	Move at high speed.
3. Snap	N	A sudden, sharp cracking sound or movement.
4. Correspondence	N	Communication by exchanging letters.
5. Immediately	Adj	At once; instantly.
6. Efficiently	Adj	In a way that achieves maximum productivity with minimum wasted effort or expense.
7. Comprehension	N	The ability to understand something.
8. Preview	N	An opportunity to view something before it is acquired or becomes generally available.
9. Illustrate	V	To make clear by using examples
10. Monster	N	a large, ugly, and frightening imaginary creature.
11. Spank	V	Slap with one's open hand or a flat object.
12. Sweep	V	Moving or passing about over a wide area: a sweeping glance.
13. Rotten	Adj	Suffering from decay.
14. Enormously	Adv	To a very great degree or extent; considerably.
15. Glance	V	Take a brief or hurried look.
16. Concentrate	V	Focus all one's attention on a particular object or activity.
17. Constant	Adj	Occurring continuously over a period of time.

# VOCABULARY

## Story of the Ellis Island

1. Disembark	V	Leave a ship, aircraft, or train, get off
2. Mail around	V	To move around with nothing to do.
3. Bewildered	Adj	Lost, anxious, perplexed and confused; very puzzled.
4. Seek	V	Look for, attempt or desire to obtain or achieve (something)
5. Interminable	Adj	Long, endless or apparently endless
6. would be	Adj	Desiring or aspiring to be a specified type of person, potential, hopeful
7. Jostle	V	Push, elbow, or bump against (someone) roughly, typically in a crowd.
8. Process	V	Filling in the documents for
9. Facility	N	A place, a building
10. Adjacent	N	Next to or adjoining something else.
11. Power house	N	Generator room, where electricity is made.
12. Contagious	Adj	(of a disease) spread from one person or organism to another, typically by direct contact .
13. Aliens	N	A foreigner, especially one who is not a naturalized citizen of the country where he or she is
14. Apprehension	N	Anxiety or fear that something bad or unpleasant will happen.
15. Island	N	A piece of land surrounded by water.
16. Portal	N	A doorway, gate, or other entrance, especially a large and imposing one.
17. Immigration	N	The action of coming to live permanently in a foreign country.
18. Immigrate	V	Come to live permanently in a foreign country.
19. Emigrate	V	Leave one's own country in order to settle permanently in another.
20. Federal	N	relating to or denoting the central government as distinguished from the separate units constituting a state
21. Open for business	V	Able to be entered and used by customers
22. Annual	Adj	Occurring once a year.
23. Fundamental	Adj	Forming a necessary base or core; of central importance.

# VOCABULARY

## Who killed Martin Luther King?

1. Shot	N	Gunshot, sound of a gun being shot.
2. Retract	V	withdraw, deny, take back.
3. Release	V	To liberate, to free
4. Get rid of	Phr	To eliminate , kill
5. Backing	N	Support, help
6. Act	N	Law
7. Eradicate	V	Eliminate, remove,
8. Bigotry	N	Narrow mindedness
9. Rustbelt	N	The rustbelt is the part of the USA (from Chicago to Virginia) where old fashioned heavy industries gone into decline.
10. Motel	N	A motel is a hotel intended for people who are travelling by car.
11. Civil rights	N	The rights that people have in a society to equal treatment and equal opportunities, whatever their race, sex, or religion.
12. Balcony	N	A balcony is a platform on the outside of a building, above ground level, with a wall or railing around it.
13. Preach	V	A talk on a religious or moral subject.
14. Fatally	Adv	With death as a result.
15. Assassinate	V	When someone important is assassinated, they are murdered as a political act.
16. Sniper	N	A sniper is someone who shoots at people from a hidden position.
17. Initially	Adv	Initially means soon after the beginning of a process or situation, rather than in the middle or at the end of it.
18. Confess	V	You use confess to describe someone who openly admits that they have a particular fault or have done something wrong.
19. Faceless	Adj	If you describe someone or something as faceless, you dislike them because they are uninteresting and have no character.
20. Conspiracy theory	N	A belief that some covert but influential organization is responsible for an unexplained event.
21. Boycott	V	If a country, group, or person boycotts a country, organization they refuse to be involve with it

# VOCABULARY

## Highway 66 Revisited

1. Cult object	N	Object that is treated with almost religious respect
2. Prosaic	Adj	Something that is prosaic is dull and uninteresting.
3. Succulent	Adj	Succulent food, especially meat or vegetables, is juicy and good to eat.
4. Bevy	N	A bevy of a people is a group of people all together in once place.
5. To wind (pronounced as wined)	V	To twist and turn
6. Interstate	N	A motorway
7. Federal	Adj	National
8. Network	N	System
9. Gravel	N	Sand and stones.
10. Sustenance	N	Food and drink
11. Cornerstone	N	The cornerstone of something is the basic part of it on which its existence, success, or truth depends.
12. Continental	Adj	Situated on or belonging to the continent.
13. Rapidly	Adv	very quickly; at a great rate.
14. Lobby	V	Seek to influence (a legislator) on an issue.
15. Memorable	Adj	Something that is memorable is worth remembering or likely to be remembered.
16. Pave	V	Cover (a piece of ground) with flat stones or bricks; lay paving over.
17. Bitterly	Adj	To an extreme, forceful, or particularly harsh degree.
18. Collapse	V	(of a structure) suddenly fall down or give way.
19. Abandon	V	give up completely (a practice or a course of action).
20. Adventurous	Adj	Willing to take risks or to try out new methods, ideas, or experiences.
21. Sparsely	Adj	In a thinly dispersed manner; in small numbers.
22. Agricultural	Adj	Relating to agriculture.
23. Interval	N	A pause or break in activity.
24. Dusty	Adj	Covered with, full of, or resembling dust.